DOCUMENT RESUME

ED 036 722 AC 006 502

AUTHOR	Royce, Marion
TITLE	Continuing Education for Women in Canada; Trends and Opportunities. Monographs in Adult Education, 4.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
PUB DATE	Sep 69
NOTE	174p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$8.80
DESCRIPTORS	Correspondence Study, Discussion Groups, Educational Television, English (Second Language), Immigrants, Manpower Development, Nursing, *Professional Continuing Education, Public Affairs Education, *Public School Adult Education, Teacher Education, *University Extension, Volunteers, *Womens Education
IDENTIFIERS	*Canada

ABSTRACT

This report describes a number of innovative continuing education programs for Canadian women under the auspices of universities, local educational authorities, and other organizations. It covers daytime (largely part time) classes at Mount St. Vincent University, the Thomas More Institute, and the Universities of British Columbia, Calgary, Guelph, and Manitoba; offerings by extension departments and continuing education centers at McGill, the University of Toronto, and the Universities of Alberta, British Columbia, Calgary, Guelph, and Manitoba; and activities of the Adult Education Division of the Calgary School Board, including those in cooperation with the University of Calgary. It also deals with a public affairs education program in Toronto, training of volunteers by and for the National Council of Jewish Women, discussion groups sponsored by the Young Women's Christian Association, career seminars at Centennial College, professional courses of the Quo Vadis School of Nursing, as well as a Federal work orientation program, correspondence study, English for New Canadians, and educational television in Quebec. (ly)

Continuing Education for Women in Canada
Trends and Opportunities / Marion Royce

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED036722

MONOGRAPHS IN ADULT EDUCATION

DEPARTMENT OF ADULT EDUCATION

AN INFORMAL PUBLICATION OF
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

4

ED036722

CONTINUING EDUCATION FOR WOMEN IN CANADA

TRENDS AND OPPORTUNITIES

Marion Royce
Research Associate

Monographs in Adult Education, No. 4
Department of Adult Education

An informal publication of
The Ontario Institute for Studies in Education

ACKNOWLEDGMENTS

After several decades of preoccupation with the education of girls and women in various vicissitudes, indebtedness to colleagues and friends both at home and abroad reaches substantial proportions. Especially, however, I would thank most warmly all those who have helped to make this report possible--individuals who gave generously of their time, opened access to learning groups, provided illuminating documentation and in several cases checked text for accuracy. Chief in this instance I am indebted to Dr. Roby Kidd whose capacity for tolerating "the private person" and at the same time including each person fully in the community over which he presides has made a post-retirement job in his Department surpassingly rewarding. Not less do I owe to the Department's skilled and perceptive editorial advisor, my friend, Myrna Knechtel. Thanks are due also to Ginger Cross and Jacqueline Maguire who patiently typed the text, and to Annemarie Travers for her unfailing helpfulness.

Marion Royce
Research Associate
Department of Adult Education
The Ontario Institute for Studies in Education
September 1969

CONTENTS

ACKNOWLEDGMENTS iii

INTRODUCTION 1

Chapter

I. UNIVERSITY EDUCATION FOR MATURE WOMEN STUDENTS 7

University of British Columbia
University of Calgary
University of Guelph
University of Manitoba
Mount St. Vincent University
Thomas More Institute

II. UNIVERSITY DEPARTMENTS OF EXTENSION AND CENTERS OF CONTINUING EDUCATION 36

University of Alberta
University of British Columbia
University of Calgary
University of Guelph
McGill University
University of Manitoba
University of Toronto
York University

III. LOCAL EDUCATIONAL AUTHORITIES 63

Calgary School Board: Adult Education Division
Calgary School Board: Adult Education Division in Cooperation with the University of Calgary

IV. VOLUNTARY ASSOCIATIONS 73

Association of Women Electors
National Council of Jewish Women
Young Women's Christian Association of Canada

Chapter

V. PROGRAMS OF PROFESSIONAL EDUCATION 91

Centennial College (Challenge to Change)
Ontario Department of Education
Professional Associations:
  Administrative assistants and private secretaries
  Business executives
  Hospital personnel
  Hospital volunteers
  Nurses
  Physicians
  Women in petroleum and allied industries
Quo Vadis School of Nursing
A Work Orientation Program in Vancouver

VI. OTHER DEVELOPMENTS IN THE CONTINUING EDUCATION OF WOMEN . . 114

Continuing Education by Correspondence--
  Some Government and University Programs
Ontario Department of the Provincial Secretary and
  Citizenship--Newcomers to Canada Learn English
Saskatoon Public Library and University of Saskatchewan
  Extension Division--Return to Learning, Opportunities
  for Women to Continue Their Education
Department of Education of Quebec, Continuing Education
  Branch--The Continuing Education of Women Through TEVEC--
  A Pilot Project in Educational Television

APPENDIX A. STATISTICS: WOMEN IN CONTINUING UNIVERSITY EDUCATION (UNIVERSITY OF BRITISH COLUMBIA) 133

APPENDIX B. CONSTITUTION: CONTINUING UNIVERSITY EDUCATION (CUE) . 140

APPENDIX C. QUESTIONNAIRE ON CAMPUS DAY CARE (UNIVERSITY OF BRITISH COLUMBIA). 143

APPENDIX D. PROGRAM: SCHOOL FOR CITIZEN PARTICIPATION (NATIONAL COUNCIL OF JEWISH WOMEN--TORONTO AND VANCOUVER SECTIONS). 145

APPENDIX E. THE QUO VADIS SCHOOL OF NURSING (SOURCES OF DATA FOR RESEARCH). 146

APPENDIX F. THE TWO-WAY AGENCY REFERRAL PROCEDURE AND AGENCY LIAISON (DEPARTMENT OF MANPOWER AND IMMIGRATION, VANCOUVER METROPOLITAN AREA) 148

APPENDIX G. PROGRAM: ARTS OF MANAGEMENT CONFERENCE 1969 (BUSINESS AND PROFESSIONAL WOMEN'S CLUB OF TORONTO) . . 151

APPENDIX H. OCCUPATIONAL TRAINING ACT 154

APPENDIX I. PROGRAM: RETURN TO LEARNING SEMINAR (SASKATOON, SASKATCHEWAN) 155

APPENDIX J. RETURN TO LEARNING FOLLOW-UP: CHARACTERISTICS OF COUNSELING SERVICE USERS. 157

APPENDIX K. SOME COMMENTS OF RETURNING MATURE WOMEN STUDENTS IN DEGREE OR PROFESSIONAL EDUCATION COURSES 166

INTRODUCTION

"What is the difference between nationalism and chauvinism?" It was a probing question and one relevant to the subject--"The Canadian Political Scene"--under discussion at the final session of a University of Manitoba Extension course sponsored in cooperation with the University Women's Club of Winnipeg. The questioner, a member of the class, afterward confessed to lingering resentment of hostile attitudes demonstrated by Canadians toward her German-born parents during World War II, although they had come to Canada a decade previously and had become Canadian citizens. Apart from the international implications of the question, it led one to speculate whether the fact that classes (in both official languages) are being made available to all newcomers, may point to some change in attitude toward those who come from other countries to share our national life.

But what has this to do with the continuing education of women? (Rather one might ask what has not to do with the continuing education of women. And what vast areas of knowledge there are to be explored!) That class in Winnipeg, in itself a mind-stretching enterprise, typifies a definite trend in the continuing education of women in Canada. Several divisions of university extension offer non-credit day-time classes chiefly, though not exclusively, for women often in cooperation with or at the request of a university women's club, alone or in combination with other women's groups in the community. Language classes for immigrant women, with correlated nursery or kindergarten programs for their children, not only help to prepare newcomers for citizenship but also foster mutual respect and understanding between "old" and "new" Canadians through the volunteers who are leaders.

These programs, like others that are contributing to the continuing education of women in this country, are generally initiated by individuals with imagination, dynamism, and some genius for organization. Naturally enough where the education of women is the particular concern, it is usually a woman who articulates the need and enlists cooperation and support to build a program. Usually too, since men tend to wield the administrative authority, there is a man or a group of men who recognize the merits of a suggested project and give it their support. Moreover, such experimental developments in the education of women often yield learnings that are more widely applicable in the field of adult education. It is the purpose of this report to describe some of these developing projects, how they were initiated, and what they are achieving.

Some work-oriented programs

One could scarcely find a better example of the continuing education of women than the Quo Vadis School of Nursing. It is not only unique but also truly pioneering. Imagine a school of nursing offering a two-year non-residential course for women between the ages of 30 and 50! With a few experimental exceptions, it has long been assumed that it takes three years to train a nurse. Nevertheless, there is just that kind of school in one of the boroughs of Metropolitan Toronto, and members of its now three classes of graduates are proving its efficacy in the practice of their profession.

Another incipient development, an adaptation of a familiar American pattern, is a course of orientation to education and employment in seminars extending over a period of approximately 12 weeks. The first of these, "A Second Career," was sponsored by Atkinson College of York University in 1968. This year Centennial College of Applied Arts and Technology in Scarborough, a borough of Metropolitan Toronto, offered a similar series with staff leadership and financial assistance from the Applied Arts and Technology Branch of the Ontario Department of Education. At least two other community colleges, Seneca and Humber, are setting up similar programs for the autumn of 1969, and there may be others (of which we are unaware) in the planning stage. More exciting, however, because of both its sponsorship and its clientele, is the work orientation program in Vancouver: its participants, women on welfare from a public housing project, whose goal is economic independence; its sponsor, Canada Manpower, in cooperation with various community agencies.

In the field of professional training two other programs briefly described give hope of an awakening recognition of the potential of the mature woman: the intern program for the training of elementary school teachers in Ontario and an experiment in refresher medical education for women physicians. The former, in which men as well as women are accepted, has a predominance of women, in part, no doubt, because teaching is a traditional field of work for women and one which the mature woman, especially if she has brought up a family of her own, feels she can enter with the confidence of understanding children. The virtue of the program lies in its wholesome rhythm of internship and classroom instruction. It has not been adapted to part-time study, however, nor does it anticipate part-time teaching as do some of the more recent teacher-training programs in the United States which have been developed to recruit the mature educated woman to this profession, so influential in the growth of children.

The experiment in refresher education for women physicians, sponsored by the Extension Division of Medical Education of the University of Toronto at the request of the Federation of Medical Women, bespeaks a sense of group solidarity on the part of medical women in concern that their training not be wasted. Also, it signals recognition of the professional potential of medical women who have been out of practice for varying periods of time, a resource frequently ignored even in the face of physician shortages.

Programs developed by voluntary bodies

Accepting the premise that to live meaningfully in today's world women need significant out-of-home roles, and that paid employment is not the exclusive answer, the continuing education of women must encompass alternative goals of community participation and ways of achieving them. Women themselves often find answers by responding creatively to interests and concerns that challenge them. One of these with great potential for learning, in essence "a political life style," is exemplified in the work of the Association of Women Electors of Metropolitan Toronto. The underlying principle of its program is that "immediate experience of government and direct exposure to its machinery and operations are essential to understanding of civic affairs."

The Association, therefore, maintains a roster of voluntary "observers" from among its members who attend all meetings of Toronto's municipal bodies. The reports of these observers, which are available to interested subscribers and are filed in the municipal library, by now cover more than three decades of the history of civic government in the City of Toronto and of the metropolitan government as well, ever since its formation. Further, the reports provide background for the selection of unresolved issues for study and research by small groups of members of the Association, leading to recommendations for action. Few programs of adult education and community development have stood the test of time so well. Moreover, one-time active members of "Women Electors" who have learned the fabric of civic government are now serving in public life in both elected and appointed capacities, thereby helping to fill the need for informed, intelligent, spacious-minded citizens at all levels in government.

It was concern for the contribution of voluntary organizations to our corporate life and their role in helping to effect social change that motivated the National Council of Jewish Women to undertake its School for Citizen Participation. Last year schools were held in seven cities, each adapting a curriculum that had been drafted at the national level. Next year it is anticipated that there may be additional ones. They are organized in cooperation with university extension divisions, another example of these latter cooperating with voluntary groups. Programs for next year will be remodeled as a result of careful evaluation made by each participating section of the National Council and then reviewed in discussions involving responsible leaders from across the country. Here is being created a useful body of knowledge and experience in citizenship education.

From among manifold educational programs of voluntary women's groups another described is this collection is the YWCA "Take-A-Break" (TAB) program. It was selected as an example of the learning possibilities of the small group, which in this case is usually comprised of women who live within easy walking distance of one another and who with skilled, unobtrusive leadership, come out from where they were, submerged in a daily routine, to encompass wider horizons of interest, understanding, and action.

Male and female "defects"

Not irrelevant to this choice of three programs sponsored by voluntary groups, nor indeed to the broad subject of the education of both men and women, is a comment of Rebecca West in the Prologue to Black Lamb and Grey Falcon (Compass Books Edition, Viking Press, 1964.) During an illness that had taken her to hospital the author had been exasperated by the reaction of a nurse to her concern on learning of the assassination of the King of Yugoslavia in the streets of Marseilles. "Oh, dear!" said the nurse. "Did you know him?" "No," replied the author. "Then why," asked the nurse, "do you think it so terrible?" The episode led Rebecca West to write:

> Her question made me remember that the word "idiot" comes from a Greek root meaning private person. Idiocy is the female defect: intent on their private lives, women follow their fate through a darkness deep as that cast by malformed cells in the brain. It is no worse than the male defect, which is lunacy: they are so obsessed by public affairs that they see the world as by moonlight, which shows the outlines of every object but not the details indicative of their nature.

Granting the hazards of broad generalization, even from so gifted a pen as Rebecca West's, one cannot gainsay the identification of these two qualities ("defects"), the one as innately feminine, the other as natively masculine. Nor can one deny the "defect" of each quality in isolation. But what if they were combined within one individual, man or woman, and in the community as a whole! The three programs of voluntary groups just mentioned are, I believe, arrows in the direction of achieving such an amalgam. Through them women are learning to extend their private lives to respond to interests and needs of a larger community.

Women's participation in coeducational programs

Even more striking, however, than the number and variety of educational programs developed for and by women themselves, is the catholicity of their participation in coeducational enterprises. Interestingly enough too, wherever there are such opportunities, increasing numbers of women are becoming involved. All phases of "university extension," for instance, enlist women on a considerable scale. Moreover, in such developments as the formation of the Association for Part-time Undergraduate Degree Students in the Department of Extension of the University of Toronto, women students have been among the initiators and leaders. This Association, which now has representation on various official bodies within the University, gives voice to the outlook and needs of the growing body of adult students who hitherto had often not been distinguished from the great mass of younger day-time students. Women members of the Association are, moreover, in a strategic position to articulate the particular problems of women students within the perspective of the total task of the University.

Women have always comprised a high proportion of the enrollment of evening classes in adult education offered by local educational authorities such as public school boards. Recent appointments of coordinators of women's programs to the staff of school boards give evidence of a desire to ensure that current educational needs of women are being met and new areas of their interest explored and provided for.

Significant developments have occurred also in the study of mature women students enrolled in degree courses in the University of Manitoba and in the now second year in which statistical data have been compiled regarding the similar group within the main student body of The University of British Columbia. In the latter University, moreover, mature women students have come into their own through organizing Continuing University Education (CUE), an association which both literally and figuratively has given them "a room of their own" within the life of the University. It enables them to think through together as a group their position as students, the extent to which it reflects the social situation of women in general, and what they can do about it.

Thomas More Institute with its non-institutional base and flexible programming, has had an especially enthusiastic response from women. And whenever you grow discouraged about the educational wastelands of television, there is TEVEC, with women comprising well over half its participants, to restore your hope. Since the section of this report on that intriguing program in the Saguenay-Lac St. Jean area of Quebec was written, we learn that the experiment having come to an end in June, plans are underway for the application of its findings in materials for the further development of public education throughout the Province. Moreover TEVEC has been the forerunner of an experimental program sponsored by the University of Montreal for the upgrading of teachers in the Noranda-Rouyn Area.

Exploring these programs--meeting old friends, making new ones, gaining insights along the way--has been an interesting, rewarding and often exciting experience. If in their recording a pedestrian pen has failed to convey a sense of the exciting achievement they represent, it is certainly not the fault of either the initiators or the participants. But just what do they add up to? Certainly one is left in no doubt of the volume of women's interest in further education. Clarity of goal is, on the whole, less marked, and programs that are supported by sane counseling, individual or group or combinations of both, are therefore among the more successful.

In the past adult education was regarded almost entirely as a means of helping people to make up for lack of educational opportunities in earlier life. Still, in the present, such "gap-filling" remains a primary reason for the continuing education of women, so many of whom dropped out of school at one level or another without completing the requirements of a certificate, diploma or degree. "It didn't seem important for a girl to go further in school"; "No one urged me to continue"--such explanations of incomplete educational records are readily recognizable. Alongside these is often the economic need to earn a living or "to help at home" at an early age.

Meanwhile the world has moved on and to cope with today's explosion of knowledge, or indeed just the mundane needs of everyday, calls for the more spacious concept of continuing education inherent in "education permanente"--education that generates the capacity for continuous growth through every stage of life. Surely then a basic criterion of any program of continuing education is that in means, methods, and content it "makes sense of life," to borrow words of Voltaire from the lips of Candide. Are its participants satisfied with short-term goals or are they becoming more effective workers, more involved and politically knowledgable citizens and, beyond all else, more alive and competent in the sheer art of living meaningfully in a rapidly changing and increasingly smaller, yet highly complex world?

Associating education--learning--with the classroon as we tend to do, it is easy to overlook the fact that we humans learn in many ways--doing, working, reading, listening and looking, alone, and together with others. Perhaps what the classroom with a good teacher contributes most meaningfully is the discovery of new perspectives, ways of seeing things that are different from our habitual ways and yet fully as valid. If and when the classroom experience is one of passive acceptance of ideas and facts--learning by rote--and giving back "what the professor wants," it is no more than an expensive waste of time and, moreover, it demeans the teacher. " . . . The teacher's task is . . . to achieve a widened communication with his students. Nothing is as difficult, nor as rewarding when successful. This is the great burden of the teacher, as well as his justification."[1]

---

[1] Stephen Ross. The Meaning of Education (The Hague: Martinus Nijholf, 1966), p. 112.

Moving out of the classroom as the center of learning it is gratifying to take note of the educational possibilities of voluntary involvement in civic, social, and educational affairs on the part of various women's associations. And patently television, creatively used as in the TEVEC project, involving many volunteers, is as effective a way as has yet been found to break through the isolation of the housebound woman.

Despite substantial achievement in the continuing education of women its whys and wherefores are still the subject of controversy for many people. Apprehension regarding it stems largely no doubt from misgivings about its effect on vanishing but still widely cherished traditions with respect to woman's role. The intellectual--or perhaps more accurately emotional--dead-end that obstructs openmindedness toward the subject is the assumption that woman's place is in the home and the home only. That education is a potential catalyst in this situation there can be no doubt. As such it should have full encouragement and support for, if women are to emerge from cocoons of narrowly restricted perspectives, wholesome compromise between their obligations within the family and in the wider world of employment and community service must be achieved. But education in itself is not a panacea. As an escape it cannot be more than a bypath, while the dead-end remains. As preparation for wider involvement in life and living, it becomes meaningless and frustrating until a climate of opinion is created for acceptance of women in new roles,to the not least extent by women themselves.

"To make sense of life" in our day the least requirement is to accept the common humanity of man and woman, at the same time acknowledging the fact of difference one from the other. Yet many of the differences stem from environmental conditioning that begins so early in life that "it is difficult to separate the cultural product from its biological base."[1] Moreover, "both sexes have a high degree of emotional investment in the current sex ideology."[2] Search for understanding of the forces that shape men and women is fully as challenging as exploration of the Moon or Mars. There is direction for the journey in the words of the French writer, Francine Dumas:

> Facing one another for the first time in history as beings who are consciously similar because they are fully human, and consciously different because they are men and women, the two sexes are discovering themselves as part of the same race and yet strangers, ready to attempt together the common adventure of freedom.[3]

---

[1] Eleanor E. Maccoby, ed.,Stanford Studies in Psychology, V: The Development of Sex Differences (California: Stanford University Press, 1966) p. 216.

[2] Ibid.

[3] Francine Dumas, Man and Woman--Similarity and Difference Translated from the French "Homme et femme, similitude et alterite" by Margaret House. (Geneva, Switzerland: World Council of Churches, 1966) p.21

CHAPTER I: UNIVERSITY EDUCATION FOR MATURE WOMEN STUDENTS

Formerly, except for a rare individual, adult students at university level were found exclusively in extension classes. However, recent years have seen increasing enrollment of adults, both men and women, who, despite much verbalization about the generation gap, are working alongside younger members of the regular student body.

Several of the universities have recognized the presence of these adults in the student body, and the problems of adjustment they face. Special studies of their situation have been undertaken; mature admission policies are being tested; individual counseling needs are being examined, and growing group consciousness among them has led to the formation of associations such as CUE (Continuing University Education) at The University of British Columbia.

In some cases mature women students have been the focus of these developments, but interestingly enough, whether or not their situation has been the spur to action, they have benefited. Similarly men students of mature years, whose numbers have increased on some campuses even more rapidly than those of women, enjoy the fruits of studies and services introduced on behalf of women.

THE UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER, BRITISH COLUMBIA

WOMEN IN CONTINUING UNIVERSITY EDUCATION

A bulletin issued September 26, 1968 by the Office of the Dean of Women reported on the university's program for mature women students:

> "Mature Women Students" is a term which has come into general use at the University of British Columbia to describe women who are returning to academic work after time out for marriage and family responsibilities, careers, and other important activities. In our view the emphasis has been as much on the life experience of these students as on their ages, although we have so far considered 25 years of age to be the point at which a woman student becomes a "Mature Woman Student." Far from wanting to thrust students, even figuratively, into a "category" and attach a label to the group, we nevertheless realized that only by consulting with these particular students in an organized way could we hope to confirm and deepen our understanding about their needs and concerns. Accordingly, we initiated a program in October 1967, which has had several concrete results.
>
> ### Survey
>
> At the outset, a statistical survey was carried on in the Office of the Dean of Women to determine how many women students aged 25 and over were enrolled in the university, and to get a picture of their academic and personal situations.
>
> We found that 695 women[1] had indicated their ages as 25 and over. They were registered in several faculties and schools as follows: Faculty of Education (200), Faculty of Arts (171), Faculty of Graduate Studies (114), School of Nursing (74), School of Social Work (38), School of Librarianship (28), Faculty of Science (19), and others in smaller numbers in other faculties and schools.
>
> Thirty-six percent of the women already held university degrees, the majority from Canadian universities. Fifty-three percent of the women were in the 25-35 year age group, the balance 35 and over.

---

[1] In the academic year 1968-69, there were 865 mature women students--eleven percent of the total enrollment of women. Results of a statistical survey of this group appear in Appendix A.

Single women comprised about one-third of the group (250). Most of the "non-single" women, i.e., women who were married or widowed or divorced, had children. In fact--a startling fact--they had 791 children.

Luncheon programs

The survey gave us a perspective on the needs and interests of Mature Women Students which in many ways confirmed what we had learned in our discussions with many students on an individual basis. We then planned three luncheon sessions in October 1967 at Cecil Green Park, in which about 200 of the students took part. We also invited representatives of women's organizations in the university and in the community. It is interesting that both the Faculty Women's Club and the University Women's Club have since revised the terms of their financial awards for women students, so that a student taking a partial program may now be considered eligible.

Many who attended the luncheons found for the first time that their concerns and problems were being shared by other students, and they welcomed an opportunity to air frustrations and also to pool information. Out of these discussions came a decision to present a brief to the Royal Commission on the Status of Women in Canada setting forth some views and some recommendations concerning higher education for women and the conditions under which mature women are carrying out their educational programs. The brief was drawn up by the students and presented to the Commission in April 1968 by Mrs. Allison Saba on behalf of the Mature Women Students.[1]

The idea of forming an organization was suggested by some students who attended the luncheons, but the enthusiasm which greeted the idea was restrained for two reasons. First, most of the women felt that any additional commitment was out of the question in view of the problems of time and domestic responsibilities. Second, many women were reluctant to consider themselves members of a special group or to emphasize the factor of age. Strongly expressed, however, was the need for a place where it would be possible to meet and talk informally with others in the group or simply to relax and enjoy a quiet moment. We are happy to report that such accommodation has been secured.

---

[1] "Important recommendations on education" which CUE members hope to have "included in the final and official report of the Royal Commission" are summarized on page 19 of the Brief:

> That the Federal Government use all its facilities to encourage and make possible the continued education of women.
>
> That the Federal Government extend present student loans to include part-time women university students.
>
> That the Federal Government provide employment and education counseling services for women, to be affiliated with Manpower and various educational institutions.

The Mildred Brock Room - senior women's committee room

The Mildred Brock Room in Brock Hall has traditionally been set aside for women students. Although the center of student social activity is now to be shifted to the new Student Union Building, the Mildred Brock Room will continue to be an area for women students--but now primarily for Mature Women Students. In view, however, of the lack of facilities in the Student Union Building for meetings of special groups, bookings may be made by student groups through the Office of the Dean of Women for the use of the Mildred Brock Room.

With the help of a grant from the President's Fund, the room has been redecorated and is now one of the most pleasant and attractive rooms on campus. We hope that all who use it will enjoy the warmth and comfort of the Mildred Brock Room and will take care to keep the area as fresh and tidy as possible.

The concern about the Mildred Brock Room tending to segregate Mature Women Students may continue to worry some members of the group. It does appear, however, that the provision of the room will help to satisfy a strong and almost unanimous request made by the women who participated in our programs last year. We are fortunate to have been able to retain the Mildred Brock Room and to have it refurnished.

Programs and plans

One of the programs carried out by the Office of the Dean of Women was a Workshop for Mature Women Students held on Saturday, September 7th, 1968, at Cecil Green Park.[1] The session, supported by a grant from the Leon and Thea Koerner Foundation, was designed to welcome students, to give them some information about university resources, and to enable them to meet some members of faculty as well as other students. From this beginning we hope to develop other programs, possibly involving a division of the group by faculties for discussion with members of those faculties of special academic or professional interests and concerns. Some joint sessions with other students may also be planned for consideration of educational goals and career choices.

Following the September workshop a further meeting of mature women students was convened on October 17, when initial steps were taken to create a group organization, which has been named Continuing University Education (CUE). The purpose of CUE as defined in a carefully designed Constitution[2] is (1) to provide mutual assistance and moral support to its members; (2) to improve university conditions for mature students; (3) to obtain financial grants from interested community organizations; (4) to encourage members to participate more effectively in university and community affairs.

---

[1] Sixty-five students attended the Workshop.

[2] See Appendix B.

Membership in CUE is free of charge and open to all mature women students at the University of British Columbia. Women students under the age of 25 who share the interests and concerns of the organization are welcomed, if they care to join. Women enrolled in extra-curricular courses and correspondence may participate but, except by special request, will not be included in the mailing list.

Several committees have been struck, their duties having been outlined in the Constitution. Already before the end of the academic year work had begun on such concerns as campus facilities for the day-care of children and publicity regarding CUE activities to encourage other women to continue their education. In March the first edition of CUE Bulletin was issued, and any woman who wished to receive future copies was invited to submit a form giving her name and address and enclosing 25 cents to help cover the cost of printing and distribution. This new service will keep the students in touch with the programs and plans of the organization. At about the same time a questionnaire[1] enquiring into the need of campus facilities for the day care of preschool children was being distributed to interested persons among students, faculty, and staff of the university.

Meanwhile the Senate of the university has set up a committee to study Continuing Education at the University--a salutary step in view of the growing enrollment of mature students, both men and women.

Shared experience

On March 20, 1969 at a meeting of CUE held in the Mildred Brock Room, with a few outside guests present, several members described their experience in continuing university education. The majority of those who spoke were undergraduates in the Faculty of Education. To go into teaching had seemed practicable as compared with some other fields because of long summer holidays that may be spent with one's family. In addition, three members were working at the graduate level, one in the School of Social Work, two in Education, one of them in a Master's program in Adult Education. Still another woman, currently completing her fourth year in the Faculty of Arts, planned to go on to professional training in social work. Not having qualifications for university entrance she had begun at high school level, completing six courses in two years at night school. Then enrolling in three subjects at the university she had succeeded and, in her own words "was hooked." Law had claimed a woman who looked forward to joining her husband's firm. She spoke, however, of the obstacles confronting other women in Law who had consistently been refused access to a law office for articling. Also, in this less traditional feminine field, with 20 women and 500 men in the Faculty, there was "noticeable hostility on the part of younger students." It was in the nature of an intensified prejudice against a minority of women who had dared to invade a masculine preserve.

While motives and ways of coping were as individual as the women themselves, clearly they had a great deal in common. Speaking before their colleagues and aware also of the presence of visitors, there was contagion in their enthusiasm. They emphasized the rewarding aspects of their experience rather than the difficulties. The mustering of courage to take the first step, getting down to real study, adjusting to association with younger students and to requirements set by professors--all these were subjects of comment. At home, too, they had had similar problems in coping with so involving a commitment outside. Husbands' attitudes were crucial. Most had been supportive, at least "up to a point"; one woman thought there was need of more research into the ways in which men regard the further education of their wives. Those with young children, though in a minority among the speakers, were particularly interested in plans for day-care on the campus. For teen-aged boys and girls the experience of having a student mother had had a salutary effect. "They had begun to recognize that I am an individual in my own right," said one such mother. She felt, too, that her children were now themselves free to become individuals.

---

[1] See Appendix C.

Several who spoke seemed to echo the remark of one woman who said that she had found "no pat answer" at home. At that very moment, her study materials were spread out on the dining-room table. "So we are having our meals in the kitchen," she added. Financial problems were mentioned frequently. Efforts on the part of CUE to find new sources of financial assistance are therefore greeted with enthusiasm.

Except for the almost inevitable hostility toward women, irrespective of age, in a non-traditional field of work, the reactions of younger colleagues in the classroom had been friendly for the most part. One woman mentioned that some of the girls called her Mom. Still another related an anecdote about a student to whom she had given a lift on the way home one day. After several minutes in the car, he had remarked, "I guess you are a member of the Faculty." "No," she said, "I am a student." "Aren't you a little old for that?" asked the boy. "Oh, I'm just a slow learner!" replied the mature woman student. The ice broken, they went on talking about various things. As he left the young man thanked her, adding, "I'm going to tell my Mom about you. I think it would really be good for her to go back to school."

THE UNIVERSITY OF CALGARY
FACULTY OF EDUCATION

CONTINUING EDUCATION FOR MATURE NON-MATRICULATED STUDENTS

A new policy

In the academic year 1966-67, the Faculty of Education, the University of Calgary, introduced a policy of admission for mature non-matriculated students. This policy is of special interest, not only because it has helped to remove traditional obstacles from the path of adults who wish to pursue further education--in this case in professional preparation for teaching--but even more so because it has been and will be kept under continuing scrutiny to evaluate the academic performance and eventually the professional competence of the students affected.

It is the intention of the Faculty of Education "to allow people to gain admission who had not had the opportunity to complete matriculation, but who appeared to be able to benefit themselves and the community by studying at the university level."[1] The policy does not imply a lowering of standards to admit applicants who were unable to pass matriculation examinations. Like all other students they must comply with specific matriculation requirements.

Admission procedures

The procedure for admission includes three basic steps: (1) an interview with the Associate Dean or the Assistant to the Dean; (2) completion of a battery of tests with the Student Counselling Services; (3) a second interview after the test results have been received in the Office of the Dean. The results of this second interview, with the recommendations of the Dean's office, are forwarded to the Registrar and to the Counselling Services.

An applicant who is recommended and applies for admission is regarded as a probationary student until he or she has completed five courses (one full year) with standing of 40 to 49 percent or better. "After the completion of these five courses the matriculation requirements are waived and the student gets full credit for the courses taken."

Who are the students?

Mature non-matriculated students as defined by the Faculty of Education are "applicants who are over 25 years of age who do not meet normal requirements for admission . . . but . . . possess . . . a body of knowledge which they have accumulated through their work experiences, or by taking special courses. The applicant must provide some evidence of ability to take one or more Grade 12 courses as a preparation for admission."

---

[1] Mette M. Vaselenak, Admission of Mature Students into the Faculty of Education, The University of Calgary. A brief report presented to the Alberta Teachers' Federation and Certification Committee in December 7, 1968. Data used in this article are drawn chiefly from this report.

Of the 88 persons (32 in 1966-67 and 56 in 1967-68) admitted as mature students in the first two years of the plan 45 were men and 43 women. In age they ranged up to 55 years, the mean being 35.7. Seventy were married, eight single, four divorced and six widowed. Their years of formal schooling showed a spread from eight to thirteen years, with a mean of eleven years.

Thirty of these students had left school because they had to work in order to support themselves; 23 said they had had sufficient education for their goals at that time. The remainder gave reasons of such variety that no pattern was found.

DIPLOMA OR CERTIFICATE EARNED SINCE LEAVING SCHOOL

Teaching certificates	15
Secretarial diploma	8
Art or music diploma	6
Journeyman's papers	15
Management course certificate	3
None	41

OCCUPATIONS

Teaching	26
Managerial	3
Self-employed (including farmers)	3
Skilled work	15
Secretarial work	13
Clerk-salesmen	20
Unskilled work	5
Housewife	3

CHIEF REASONS FOR WANTING A UNIVERSITY EDUCATION

To obtain self-enrichment	12
To obtain qualifications for a special occupation	45
To explore a number of occupational opportunities	3
More education will lead to greater job satisfaction	23
No specific reason given	5

SPECIALIZATIONS CHOSEN

Art and drama	8
Music	3
Mathematics	6
Modern languages	4
Science	3
Physical education	1
Social studies	37
English	18
Early childhood education	8

NOTE: The heavy enrollment in Social Studies and English can perhaps be accounted for by the wide opportunities the media of communication provide for an enquiring adult to gain such knowledge. The main channels are probably through the informal institutions of learning such as TV, radio, and newspapers, and of course through their life experiences both as wage earners and citizens. However, a large number of the mature non-matriculated adult students have taken some kind of interest course which has in many cases led to wider reading habits.

Registration and achievement

The following tables show student registration in courses for the academic years 1966-67 and 1967-68. Of the 32 students in the 1966-67 academic session, one student did not complete his course; 13 students sucessfully completed their five courses (with matriculation waived). Of the 56 students registered in the 1967-68 session, 2 failed, and 10 successfully completed their five courses (with matriculation waived), one in honors.

Academic Session 1966-67

Registration	Men	Women	Total
1 course	6	4	10
2 courses	1	1	2
3 courses	2	1	3
4 courses	2	1	3
Full program or more (i.e., additional course or courses taken in summer session)	7	7	14
Total	18	14	32

Academic Session 1967-68

Registration	Men	Women	Total
1 course	4	5	9
2 courses	2	5	7
3 courses	2	2	4
4 courses	4	2	6
Full program or more (i.e., additional course or courses taken in summer session)	15	15	30
Total	27	29	56

In summary, of the 88 students admitted in these two years only three failed, while 23 cleared the matriculation requirements in their first year. Sixty-five of these students, as of December 1968, were registered for further work in the Faculty of Education. Ninety-two new applicants were accepted for the academic year 1968-69, making a total of 157 such students in attendance at that date.[1]

Further research

The writer of the report from which the above data are drawn has carried forward research begun in this field. In the spring of 1969 she completed a study of Mature Admission Policies in 24 Canadian universities including further analysis of the academic performance of the Mature "non-matriculated" students in the Faculty of Education, The University of Calgary. Her thesis, meeting the requirement of the M.A. degree has been deposited in the library of the University. It is anticipated that the research program will be continued in order to analyze the relationship of the background of the mature student to his or her adjustment as a professional teacher.

---

[1] The Faculty of Arts and Science at The University of Calgary admitted 18 mature adult non-matriculated students in 1966-67, 98 in 1967-68, and 157 in 1968-69. Arts and Science define "mature student" as a person 23 years of age or older. It is therefore possible that some of these students will transfer into Education after they clear their matriculation with Arts and Science; in fact a few have already applied.

UNIVERSITY OF GUELPH
GUELPH, ONTARIO
WELLINGTON COLLEGE

CONTINUING EDUCATION TOWARD THE B.A. DEGREE

Three features of the University of Guelph encourage the adult student:

i) The Mature Student Regulation The normal requirement for admission to the first year of the General B.A. program of the University is the Ontario Grade 13 certificate, with an average of 60 percent in specified subjects (equivalencies are defined for students from outside the province). However, as is the case in an increasing number of Canadian universities, Guelph has special regulations for the admission of promising adult students. The Guelph regulation is stated thus:

> Applicants who do not possess the published minimum requirements for admission to the University of Guelph are eligible for admission if, prior to their proposed date of enrollment, they (a) will have attained at least the full age of 21 years, (b) will have been employed for at least two calendar years after leaving secondary school, and (c) can present tangible evidence of ability to cope with a program of subjects at university level.[1]

Admission of mature applicants is at the discretion of the Admissions Committee. They may be required to write objective tests of aptitude and achievement, in order to facilitate assessment of their chances of success.

ii) The three semester program The academic year at Guelph is divided into three semesters--Fall, Winter, and Spring--an arrangement of time that allows greater flexibility than the usual two-term university year.

iii) Part-time study In December 1965 the Senate of the University took the decision that students should be admitted for part-time study and that credit courses should be extended into evenings for the benefit of teachers and others who could not attend classes during the day.

A part-time student is defined as one who is "taking less than one-half of the normal course or credit requirements for the program in any semester."[2] The part-time student must complete the B.A. program within six calendar years i.e., eight semester programs within eight years. Part-time study is available in the B.A., B.Sc., B.H.Sc. and B.Sc. (Agr.) programs.

The speed at which a person is able to progress depends, of course, upon his ability and the time he has available. In general, two hours of study are needed for each hour of lecture. In some cases more is required. This means that for each course at least nine hours a week should be set aside for lectures and study.

---

[1] University of Guelph, Undergraduate Calendar, 1969-1970. pp. 22-23.

[2] *Ibid*. p. 25.

Part-time students in Wellington College

Statistics of mature student enrollment at the University of Guelph are not available, but a recent study[1] of those who have taken advantage of part-time study in Wellington College is of particular interest:

> Many people who have worked for a few years since leaving school or who have become homemakers are now interested in returning to the University for further study . . . . The three-semester system, choice of day or evening classes, and freedom to move from part-time to full-time study as one proceeds towards the B.A. degree all provide a built-in flexibility which is greatly appreciated by part-time students . . . . In addition the Mature Student Regulation has facilitated the growth of the program.
>
> Since Fall 1966 and as of entry to the Fall Semester 1968, 308 part-time students have been admitted to the B.A. program . . . . The number of these students registering each semester and the number of courses in which they have enrolled have increased steadily over the past two years. By Fall 1968 registration and course enrollment had almost tripled.
>
> Of the 308 part-time students admitted to the B.A. program since Fall 1966, 266 registered for one course or more in 1968; some have moved into full-time study and some have withdrawn from the program permanently. The majority of part-time students do not register every semester.

Some attributes of part-time B.A. students

Nearly all these students are older than average and are employed or have household responsibilities. The ages range from 20 to over 50. While the greatest number fall in the age category of 20 to 29, more than half of them are over 30. There is not a great deal of discrepancy between the number of men and women (men, 53 percent, and women 47 percent). The majority live in Guelph. However a surprising proportion come from outside the immediate vacinity. Of those registered in 1968, 68 percent were Guelph residents and 32 percent from outside.

Educational background

The majority had completed Grade 13 or some College or University study before entering the B.A. program. A little over 25 percent were accepted under the Mature Student Regulation.

---

[1] Report of the Continuing Education Program at Wellington College, University of Guelph. Part I, Part-time Study Towards University Credit 1966-68. Prepared by Louise A. Colley, Coordinator of Continuing Education, Wellington College. Except otherwise indicated, data in this section are taken from this Report.

OCCUPATIONAL DISTRIBUTION OF PART-TIME STUDENTS

Occupation	Number	Percent
Teachers and other professional groups	105	46
Managers, officials and proprietors	34	15
Clerical workers	13	6
Craftsmen (skilled)	4	2
Operators (semi-skilled)	2	1
Laborers (unskilled)	2	1
Homemakers	30	13
Not ascertained	36	16
	226	100

Day and evening courses taken

The following table shows the percentage distribution of these students enrolled in day and evening courses by semesters in 1968:

DISTRIBUTION OF STUDENTS ENROLLED IN DAY AND EVENING COURSES

Percentage			Total
Semester	Evening	Day	
Winter	84	16	98
Spring	85	15	89
Fall	89	11	171

Assessment and progress

To date the progress of part-time students has been satisfactory. The average marks of those who had completed three, five, and ten courses as of December 31, 1968 are shown in the following table:

Number of Courses Completed	Average Mark	
	60% and over	Below 60%
Three	83	17
Five	44	5
Ten	5	0

Counseling prior to admission

There is no doubt that the success of this program of part-time study is in large part attributable to the quality of counseling prior to admission. "Since a good many of the inquiries come from people who do not have the published requirements for university study and from those who have been out of school for a number of years, it takes considerable courage on their part to take the initial step of making an inquiry regarding university education. Sympathetic attention to their comments is needed. A special interview is often desirable."

Communication between part-time students and faculty

Each semester social gatherings are arranged so that faculty and part-time students may meet one another. Different members of faculty and senior administration are invited to each get-together to meet the students and answer their questions. The Coordinator of Continuing Education initiated the first few social gatherings. However, at the first meeting in 1968, a small student liaison committee was elected. This committee has not only organized subsequent social evenings but it proposed and carried out a most successful "Instant Orientation" on the evening of Fall Semester registration in 1968.

Commenting on the program and some of the services that she feels should be provided in order to make the experience of a return to study as meaningful as possible for these students, the Coordinator of Continuing Education for Wellington College has written:

> Special academic concessions are not wanted by the "older than average" students. However, an office or service personnel of some kind is helpful as a focal point around which they can identify and to which they can turn as needed. They require not only academic counseling but campus life information and sometimes referral to vocational and psychological services. It is well known that if students are to make the most of educational offerings their needs as whole persons must be considered. An introduction to study and learning is also needed. Perhaps a short course could be held one week prior to the opening of regular classes. This could include not only an orientation to the students' new setting but an opportunity to discuss what is involved in re-learning to learn. Some specific instruction in how to take notes both in class and in the library, and in how to approach writing of a paper would be helpful.
>
> It would be valuable if faculty could be brought together to discuss the special needs and learning problems of older students and to exchange their experiences in teaching such students.

To these highly perceptive observations it is perhaps not redundant to add that their implications are relevant to the education of adults in general and not only those enrolled at Wellington College.

UNIVERSITY OF MANITOBA
WINNIPEG, MANITOBA

MATURE WOMEN STUDENTS

Provision for counseling

Responding to growing interest in the continuing education of women, particularly on the part of several women's organizations in the Winnipeg community, the University of Manitoba, with the appointment of a new Dean of Women in the summer of 1967, officially recognized as a component of the Dean's role the special counseling of women students over the age of 21 years. In September 1967 a letter was sent to all Deans and Directors of the University advising them that the Dean of Women "was anxious to see women students in order to understand their problems and serve the dual purpose of helping the women to continue their education but also aiding the University by making informed recommendations concerning needed improvements or changes in the University system."[1]

A survey

Further, in order to provide a broad factual basis for such recommendations a study of women students 21 years of age and over was undertaken under the direction of the Dean of Women. Focusing attention on students who had not followed "a normal sequence of advancement following high school," a list of 1193 names was established for questioning. Of this total, 441 returned answers.

The questionnaire identified the individual by name, address, birth date, marital status, faculty, and year. Included also were 32 questions related to academic program, and past and future plans of the student. In the case of married women, the husband's attitude and opinions concerning his wife's study; the advantage and disadvantages for children in cases where a mother was engaged in study. The student's opinions about university programs were also sought.

In her report of the study, which is regarded as the first phase of a research program that is likely to be continued over the next decade, the Dean of Women wrote:

> It is felt by the writer that there is an increasing number of women in this age group who are interested in starting, continuing, and finishing programs of study leading to first and second degrees. It is hoped that figures and facts resulting from this study will form a base upon which this supposition can be tested in future years. It is further hoped that an understanding of the intentions, motivations, and problems of this particular group will lead to increasing acceptance of the mature woman student upon the university campus and later in volunteer and/or employment fields.

---

[1] Shirley A. Smith, *A Study of 1543 women 21 years of age and over at the University of Manitoba, September 1967-May 1968*. (University of Manitoba, 1968), p.5.

Age groupings of respondents

The women who answered the questionnaire ranged in age from a grouping of 21 to 25 years to one of 56 to 60 years, with one person classified as 60 and over, the highest proportion being in the first grouping. The largest number were in their first year of study, enrolled in Arts, Education, and Nursing Education, respectively. Well over 40 percent were full-time students. enrolled in day classes and almost 30 percent were in evening courses on a part-time basis. About 25 percent expect to finish their programs while still under the age of 25 years, but half the group look to completion between the ages of 25 and 50 years and seven percent expected to be over 50 years of age when they would have finished.

Previous education and experience

Before starting their studies, by far the largest number (233) had been employed full time; 85 had attended school, presumably to complete Grade 12, before entering the university. Slightly under one-quarter had been "at home," engaged in volunteer or part-time work. Reasons for entering upon university studies, irrespective of previous routines, tended to fall into two categories: improvement of professional status, and personal growth and fulfillment. As for the future, on completion of their studies some 60 percent planned to work full time, while 20 percent planned to undertake further studies, looking to eventual full-time employment.

Marital status

One half of the respondents were married; 30 had been married. The husbands of well over half of the married women were "enthusiastic" about their wives' return to study, while just over a quarter were "tolerant in their attitudes." "Principal advantage to the husband" as seen by the women was that the wife was "more productive" and "better educated." "Time problems" were checked most often as the greatest disadvantage.

Their children

One hundred and seventy-two of the women had children, approximately half of whom were over five years of age. Advantages to the children were divided among "setting a good example," "becoming better informed," and having "a happier mother." A considerable number had found the disadvantage of having "less time for the children." Most mothers relied heavily on father or grandmother to assist them in the care of their children, often with a sitter being employed occasionally and "once-a-week help" in addition. "Only a few said they would prefer a different kind of help if the service or money were available to provide this."

Reaction to university programs and services

On the whole, respondents were satisfied with existing university programs. A large majority had not found admission policy too rigid, and well over half of them felt, too, that part-time students were encouraged. A considerable number, however, would have liked to have courses scheduled in "mornings only," and there was strong preference for courses concentrated in three-month periods.

In respect to three areas they felt that their needs were not being adequately met: financial assistance, counseling services, and a career planning service. Three-quarters of the group thought that educational counseling should be available in the community. Both instructors and library staff had been helpful, but regulations restricting the use of books had created problems, particularly for evening students. Because of tight schedules the majority preferred not to be involved in meetings with other mature students.

Summary[1]

Two patterns seem to emerge: the single girl who works after Grade 12 for up to five years, then decides to go to University; the married woman who has worked, then married and had children, then decides to go to University. In general, the second group is over 30 years of age. The first group chooses to attend full-time if it is financially possible. The second group prefers to attend part-time at times when their children are at school or in the evening. Both groups wish to improve their professional status and intend to work in the future. However, the married group more usually indicated a need for personal fulfillment as well.

Few criticisms seem to be implied by answers given, although financial assistance, academic, vocational and employment counseling are felt to be needed. Also there is a definite need for more courses which might be taken on a part-time basis by persons employed during the day, either in the labor force or at home.

As a result of this study, it is concluded that there is a need to continue giving consideration to the special problems of the woman student over 21 years of age. This group appears to be increasing in numbers and determination.

It is felt that the Dean of Women should continue to offer Counseling Service to older women, in particular before registration when planning of courses is advisable. It should be recognized, of course, that a prospective student may contact any member of the University staff for assistance if she chooses.

Also, steps should be considered for assistance to all women students in planning their futures, helping to prevent problems from developing. As well, coordinated information concerning programs and courses available through all sources should be available to women through the University and other sources.

Implications for future planning[2]

Let us assume that the University of Manitoba has given tacit approval to the principle that women capable of a University education should be encouraged to get it, to keep it usable and make use of it in the home, community and economic fields.

---

[1] op. cit. pp. 59-60.

[2] op. cit. pp. 61-63.

Once committed to this principle, certain implications are obvious in planning the next 20 or more years of University education for women in Manitoba; some of them applicable to the age group over 21 years of age.

1. The University should initiate action with Grade 10 girl students in high schools of Manitoba, attempting to bring information about University courses to girls when they are not yet committed to any course of action.

2. The University should investigate the reasons for dropping courses, or withdrawing from University programs on the part of all women students in an attempt to determine remedial actions necessary to keep women students at University until their chosen programs are completed.

3. The University should attempt to seek out women students of outstanding ability for encouragement to continue in professional school or graduate training. "Encouragement" might take several forms: awards, scholarships, commendation such as Honour's lists, clubs for outstanding scholarship.

4. The University should offer to interested women student groups at University, leadership in discussion groups concerning the multi-career potentials of women, stressing the likelihood of the 15-year semi-retirement period between 25 and 40 years when University women should seek to keep their knowledge and training operative while attending to family responsibilities.

5. The University should continue to offer courses through the University Extension Department and Alumni Associations, designed to keep graduates' intellectual activity alert and knowledgeable.

6. The University, through an "Evening College" might offer an expanded program of studies from all faculties and schools and consideration might be given to concentrated three-month evening courses during the winter, which would be similar to summer-evening programs. This would allow a student to take one course from September to December, another from January to April and a third from May until August.

7. The University of Manitoba might consider requesting the government to make bursary assistance available to persons over 21 years of age engaged in part-time studies.

8. The University should offer opportunities to graduate students who are employed full time at work or home to take credit courses for an advanced degree, second or third, on a part-time basis in the evening.

9. The University should offer increased opportunities through Radio and Television stations to give programs for persons at home who wish to take credit courses at the University but are unable to attend. This might be coordinated with the correspondence course office.

10. The University might consider providing day-care facilities for children whose mothers are taking University courses, on a part-time basis during the day. This might be coordinated with the Faculty of Education, School of Social Work, and Faculty of Home Economics in their programs to familiarize students with Child Development.

11. The University library might consider keeping the reference section open for longer hours at night to accommodate evening students.

12. The University should consider having study halls open 16 hours a day all year to accommodate evening students.

Commenting recently on the results of the study, the Dean of Women has written that the various recommendations are currently "in some stage of action." Further, she added, "The trend is to incorporate changes within the university organization which will make it more possible for women and men of all ages to take advantage of all courses offered."[1] In other words it is recognized that adaptations which might accommodate the mature woman student should be available to the entire student body, irrespective of sex or age.

---

[1] Letter from Mrs. Shirley A. Smith to Marion Royce, dated April 14, 1969.

MOUNT ST. VINCENT UNIVERSITY
HALIFAX, NOVA SCOTIA

CONTINUING EDUCATION IN A WOMEN'S UNIVERSITY

Mount St. Vincent is pre-eminently a women's university operating under a charter granted by the Legislature of Nova Scotia. The charter provides for a Board of Governors appointed chiefly by the Council of the Sisters of Charity (the university corporation) with members named by the university alumnae and the Governor-in-Council. Begun as an academy for girls it was granted a charter as Mount St. Vincent College in 1925. From 1914 it had been a junior college working under agreement with Dalhousie University to give the first two years of the arts course. Present authority to grant its own degree is given by a new charter granted by the Nova Scotia Legislature in 1966.[1]

Recently Mount St. Vincent has developed a program through its division of continuing education to encourage more mature women to return to university studies. A seminar on the changing educational needs of women held in the autumn of 1966 was the launching pad for the program. A two-day residential seminar in January 1967 marked the second step in the development of the program which includes counseling, psychological testing, and coaching by either a professor or a fellow student in the particular discipline chosen by the mature woman.

Inquiries regarding the program outnumber enrollment in a ratio of ten to one--surely an indication of the dimensions of women's interest in possibilities for further education. Candidates are encouraged to plan over a period of years, taking one or two courses scheduled insofar as possible to fit in with their own life style. Despite a nagging insecurity that threatens the self-confidence of many candidates, they are encouraged to accept the challenge of an accredited program. It is the conviction of those responsible that the goal of earning a degree or certificate changes a woman's concept of herself and influences her preception of what she is able to achieve. Moreover, often by plunging into a course and beginning to master the content, she gains confidence. All courses, therefore, whether in the summer school or the regular session, day-time and evening classes alike, are accredited.

Among the students there is a wide range of ages, the youngest being 25, while to date the oldest person to take a credit course was 70 years of age. "Mature admission" is accepted as an alternative to conventional entry requirements, if a woman demonstrates ability to undertake university instruction. She begins as a part-time student, and her standing is assessed when she has completed six courses in a subject area in which she has an initial interest. For example, intelligent interest in current social and political issues is likely to influence her decision to undertake work in political science. Counseling and coaching are available along the way, but no transcript is given her until she has completed the six courses.

---

[1] From Canadian Universities and Colleges 1968 (Ottawa: Association of Universities and Colleges of Canada), p. 153.

Women tend to hear about the program from their friends and neighbors so that the student body becomes self-selective, and there has been a dropout of only three percent. With the growing number of mature students a peer group is forming within the university where the majority of the student body is considerably younger. As a result, to be "going to university" in adulthood is becoming an accepted role, and these mature women bring enrichment to the intellectural life of the university. The Director of the Division of Continuing Education speaks enthusiastically, for instance, of the effect on a freshman class in biology of a 50-year-old grandmother's delight in learning for its own sake. Or again she comments on the dimensions of depth and reality in a class on Elizabethan drama contributed by a 30-year-old mother of six children. Her 19-year-old classmates empathize in contexts that might never have dawned upon them without her concerned and perceptive questioning.

The continuing education of women at Mount St. Vincent is rooted in the philosophy of the university, stated in its brief to the Royal Commission on the Status of Women which was presented in Halifax on September 2, 1968:

> We have developed our own attitudes toward the education of women from those which held that an educated Christian woman could--and perhaps should--achieve total intellectual and spiritual fulfillment through her family. Today our philosophy is to attempt to educate a woman to see her life as a whole, but consisting of three phases--the first, education and training, the second, child-bearing and family life, and the third, education put to cultural and economic use in society. For many women, phases two and three will be interwoven.

Undoubtedly the key word is "interwoven." Mount St. Vincent makes every effort to encourage and assist the mature woman in working out a wholesome compromise among her varied responsibilities. This is no mean accomplishment, even when partially achieved. If she has children the student must make arrangements for them on her own, and child-care facilities are not to any extent socially provided in Halifax. A husband's assistance and support are essential ingredients of a workable compromise. If the problem is insurmountable, however, the woman is encouraged to postpone enrollment and plan ahead. Meanwhile a university extension library service at a cost of 35 cents for a membership card is available to her, in addition to whatever facilities the public libraries provide.

The astonishing thing is how many women have found new creative ways not only of arranging care for their children but of involving them in the educational experience. There is, for instance, one mother of several small youngsters who takes them with her to the sea shore when she is looking for shells for her biology class and then gathers them around the kitchen table to help classify the specimens. Similarly in the autumn these children shared in making a classified collection of leaves, and they are learning to identify plants, birds, insects and other living creatures.

To be sure, there are limits to the possibility of such involvement. A man who was told the story of the sea shell gathering remarked that it would drive him crazy to wait for little children to come through in such a situation. Doubtless many women would react similarly, nor can it be disregarded that illness and other emergencies have to be coped with. Nevertheless, we need neither philosopher nor poet to inform us that "the child is father to the man." The kind of adult one has grown to be mirrors, sometimes all too clearly for one's comfort, the kind of child one was. One is led to ponder, therefore, whether what St. Vincent is striving to achieve may not be important enough for the future of a woman's children, and indeed for her own, to warrant more generous spacing of continuing education and sufficient relaxation to ensure a modicum of loving patience. Obviously, too, were the values of the continuing education of women taken more seriously, much more imaginative means and methods could be worked out to encourage and strengthen the efforts of participants, would-be as well as actual.

Mount St. Vincent is by no means unaware of such social implications of the whole question. In their brief to the Royal Commission on the Status of Women in Canada they raised key questions and specified needed new directions in public policy:

> Two ways in which we believe the federal government can assist in making university education available for more mature women are: by permitting deductions from income tax for the cost of all credit courses, including summer courses, completed successfully, either from the husband's tax or the woman's own if she is employed, especially since the woman taking such courses must also pay the cost of care for children; and by including credit courses at university level within the terms of the Occupational Training Act.
>
> Even before the implementation of the second suggestion we would like to see Manpower regional offices adopt an aggressive recruitment program aimed at women who could, with encouragement, undertake university courses part-time. We believe that a Manpower program would be much more likely to convince women that they are needed in teaching, in social work and other fields, than a university recruitment program can do.
>
> The universities themselves will have to schedule classes both for the convenience of working women and for housewives.
>
> The use of audio-tapes for lectures, the use of closed circuit and public television should be investigated much more thoroughly in order to reach more women in their homes, and in the case of audio-tapes, to make it possible for a woman to get some of her lectures at her own convenience.
>
> To augment these technical services, the universities should investigate the value of "portable" classes, with lecturers moving from one centre to another to work with students who have been following lectures on tapes or television.
>
> We believe that the growth of educational television in Canada makes it imperative that it be recognized as a valuable tool in continuing education at the university level, and that its use can extend far beyond

> that. The federal government, which has the overall responsibility for television, could, with the cooperation of the universities and the provincial departments of education, encourage a program of top level research and experimentation with television to determine the best way to use it to bring university education to more Canadians.
>
> Finally, we cannot hope to bring large numbers of more mature women into our universities until they can be assured of adequate care for their children during their absence from home. The provision of day care centres is moving very slowly in Nova Scotia and it may require further assistance from the federal government to assure the construction and staffing of sufficient of these centres to serve even existing needs.

There is light on the moving spirit--the perception and dynamism, not to say the courage--that underlies the Mount St. Vincent experiment in an excerpt from the Sydney (Australia) Morning Herald, 21 August, 1968:

> A sweet-faced nun in a short skirt stood up in the packed Great Hall at the University of Sydney and upbraided 700 of the world's top academics yesterday.
>
> She was Sister Alice Michael, president of Mount Saint Vincent University, Halifax, Nova Scotia.
>
> She spoke out in protest and bewilderment at the almost total lack of invitations to women academics to attend the 10th Commonwealth Universities' Congress in Sydney this week.
>
> "Was this," Sister Alice wanted to know "because there were no women in high administrative positions in universities?"
>
> "Or was it merely an oversight by the men who organised the congress?"
>
> Her speech brought loud applause from the audience which included three other women.
>
> Later, Sister Alice explained: "I felt that I should nudge the people this morning. I'm surprised that in 1968 in a congress commenting on higher education there are so few women."
>
> Sister Alice said a study should be made to see if women were not in key university positions, and if not, why not?

THOMAS MORE INSTITUTE FOR ADULT EDUCATION
3421 DRUMMOND STREET, MONTREAL

THE CONTINUING EDUCATION OF WOMEN IN A NON-INSTITUTIONAL COMMUNITY OF LEARNERS

The essential requirement for enrollment in Thomas More Institute is "a mature desire to learn." The curriculum based on "the liberal arts core of concern," is designed for "the intellectual culture of adults."

> ...life-long, sustained but multidimensional growth--with fiction, lots of it, to develop sensitivity and change imagination; with scientific questioning, sharp enough and not popularized, built in to bring consciousness into a contemporary frame; with old taboos about skirting religious positions bypassed, and with logic and debate relegated to be one tool and not the lockstep--this is what the commitment of Thomas More is.[1]

The Institute was begun in 1945 by a group of eleven men and women "of various pursuits but a common educational ideal....The original preoccupation of the directors was with a finding and a sharing of excellence. They themselves would take part, and the project would be small scale and experimental."[2] They believed that there were people in Montreal who would be interested in lecture programs that would require serious reading over a seven-month period. Moreover, they were convinced that "the intellectual satisfaction of such older students and their development in programs designed for them could be of permanent value in the community."[3] At the same time they thought that, to achieve this end, a permanent faculty would be neither "desirable" nor "reasonably possible."

So it is that through the vicissitudes of almost a quarter of a century the Thomas More Institute is still "a non-institution--without permanent teaching staff."[4] Nor has it encumbered itself with capital investment in buildings. Most of its classes are held in the evening in a local high school; some courses are given in a rented auditorium in Place Ville Marie in downtown Montreal or in suburban community centers. Classes have been held in Hamilton at McMaster University, and in 1968-69 four discussion courses were offered at Rochdale College in Toronto. Offices in a centrally located building serve for general administration, including program planning. Here too are the library and a conference room. Books—shelves of them—a portrait of Sir Thomas More, paintings and a few exquisite art objects—some the work of students—give foretaste of a certain "delicacy" in the reception of a visitor, who in turn rejoices in the privilege of such encounter.

---

[1] Charlotte Tansey, "Other voices other classrooms," *The Canadian Forum*, September 1968.

[2] Thomas More Institute for Adult Education. *An Idea of Adult Liberal Education*. Report After Ten Years. (Montreal, 1956).

[3] *Appropriate Settings for Scholarship for Adults. A documented survey of an experience in liberal arts and science.* Brief submitted by the Thomas More Institute for Adult Education to the Royal Commission of Enquiry on Education, Province of Quebec. (Montreal, March 1962.)

[4] Tansey, "Other voices other classrooms."

The Institute is coeducational. There are no special programs for women, but it would leave a yawning gap were the Thomas More Institute omitted from an account of the continuing education in Canada. From the beginning women have participated fully in the work of the Institute, both as directors and as students. In 1968-69, of the 1036 university-level students who were enrolled 762 were women, of whom 174 were working for degree credit, while 588 were studying for a certificate or for their own personal interest. Women are numbered, too, among the lecturers and the discussion leaders. A visitor, perhaps not irrelevantly — certainly not irreverently — recalls that, encouraged by their father, the three daughters of the great scholar whose name the Institute took unto itself when it was incorporated in 1948, became famous for their learning. They could "speak well Latin, Greek and Hebrew,"[1] and are said to have "disputed" before Henry VIII.

Each year in June the Directors of Thomas More hold a planning meeting to decide upon the themes on which the courses of the coming academic year will be based. This practice ensures a certain relevance to current concerns and at the same time gives play to insights gained during the previous year. Themes having been set there remains the major task of programming each with books or with lecturers and often with both. Reading lists are compiled, using paperbacks to facilitate the building of personal book collections by the students. Lecturers are invited from various educational institutions in or near Montreal. They are chosen because "they are relevant and have something sharp to say." Many of them have come to regard it as an honor to be asked. Discussion of the books in the course is handled by two discussion leaders. Following the pattern developed by the Great Books Foundation, the Thomas More Institute makes extensive use of reading and discussion programs. About 40 of the 55 university-level courses offered each year are of this type. Of the preparation of discussion leaders, Charlotte Tansey writes, "We think it takes five years of leading discussions, wide experience in life itself, special knowledge in one discipline, flexibility and sustained curiosity to make a discussion leader of quality."

---

[1] Doris Mary Stenton, The Englishwoman in History (London: George Allen and Unwin, 1957), p. 129.

The Bachelor of Arts degree

In 1948 agreement was reached with the University of Montreal whereby a program of studies designed for adults by the Thomas More Institute would be accepted for the degree of Bachelor of Arts of that University. The degree program calls for 20 full courses: three in philosophy; three in world literature (in English); two in theology, which for a non-Roman Catholic student may be replaced by others in the general area of philosophy; two in science; one each of Graeco-Roman literary culture (in English), History, French Literature (in French), mathematical thought and expression, written English expression (essay writing for university courses); and five other full courses which the student may choose, to achieve either greater diversity of knowledge or greater depth of comprehension in one area of scholarship.

To be accepted as a degree student one must have junior matriculation or its equivalent. For each full course at least two major essays are required in addition to the final examination, which covers reading far beyond the content of lectures. The student is not permitted to enroll in more than three courses a year, in any but the final year and is often advised to undertake only one or two. No summer courses are offered. While it takes at least six years to complete the degree program, students may work at their own speed. Of the nine students who graduated in 1969, three had taken nine years and two, 12 years. They included four women and five men. The women were single; two held highly responsible secretarial posts, one was a personnel clerk and one an instructor in radiology in a Collège d'enseignement général et professionel (CEGEP), the Quebec equivalent of an Ontario college of applied arts and technology.

There is a wide choice of courses that satisfy the demands of the curriculum, and at least once a year each student, in consultation with one of those who have arranged the current program, charts his or her direction anew. The curriculum was not designed to lead people into graduate work but back to their community more intelligently committed and more mature in sensibility and judgment. Nevertheless a considerable proportion of graduates do proceed to further graduate studies or to advanced professional education.

A sample program leading to the Bachelor's Degree

From the rich variety of individual courses offered over the years it is difficult, if not impossible, to select representative examples. The program of a woman student used as an illustration in the Institute's Brief to the Royal Commission of Enquiry on Education in 1962, with additional annotations, is just a sampling. This woman who on graduation was in her mid-forties, was a pharmacist at the Royal Victoria Hospital. She had completed the degree in pharmacy of the University of Toronto for which she was granted equivalence for one course in English literature, one course in science and one elective also in science (chemistry). At Thomas More she took 17 courses over a period of nine years, two courses each year except the first. Here is her program of studies:

1. Great Books I This course consisted of 19 two-hour discussions based on reading, beginning with classical writings and moving to the present.

2. Great Books II Discussion round a theme of search. Reading included: Odyssey (Homer); History of the Persian War (Herodotus--selections); House of Atreus (Aeschylus); Oedipus and Antigone (Sophocles); Poetics--Ethics (Aristotle--selections); Meno (Plato); On the Nature of Things (Lucretius); Meditations of Marcus Aurelius; Leviathon (Hobbes); Areopagitica (Milton); Gulliver's Travels (Swift); Thoughts (Pascal--selections); On the Origin of Inequality (Rousseau); Fundamental Principles of the Metaphysic of Morals (Kant); Beyond Good and Evil (Nietzsche); Representative Government (Mill--selections); Religion and the Rise of Captialism (Tawney).

3. Awakening Recognition of Human Rights The formation of persons through existing customs and laws; the struggle to secure human rights; events that precipitate the formulation of new laws; the confinement and injury caused by law become inadequate for existing conditions. The interplay of these facts was studied in significant instances of the formulation of law from the time of Hammurabi's Code to The Charter of the United Nations.

4. A Background of Music Realization of the value of direct experience with a given art form was at the heart of the series of which this course was a part. The historical aspect was combined with a study of forms, in this case, The Symphony, used by the great composers. The art of listening was a key notion of the course, the lecturer consistently avoiding coming between the student and the music.

5. Major Issues in Science: Insights and Formulation The development of different sciences--Astronomy, Physics, Chemistry, Geology, Biology, Psychology and Statistical Science--from vague questionings to accurate formulations. The main theme of the course, made to emerge like a fugue, focused on the principal insights that made possible the individual sciences and how these insights affect the person's outlook on the world.

6. English Expression Lectures and exercises in analytical reading and clarity of writing.

7. Mathematical Thought and Expression A course affording intellectual experience in pure mathematics and familiarity with its language, also providing keys to understanding of the physical sciences, statistics, and philosophy.

8. Insight: A Study in Human Understanding Lecture course using Insight by B. J. F. Longeran, S. J. (New York Philosophical Library, 1956).

9. Philosophy of the Middle Ages A series of lectures with background reading "to uncover the reciprocal relationship between philosophy and civilization."

10. From Homer to Marcus Aurelius A course in classical thought.

11. French Literature--Le Théâtre Contemporain--History of the French theatre; attendance at plays in Montreal coordinated with the lectures and followed by discussion.

12. Races and Nations: A Study of Four Countries--Argentina, South Africa, Russia, and Canada. This course satisfied the "history requirement," and, as in other historical studies in the Thomas More Institute, the approach was "to examine with accuracy change in human affairs." The basic premise is that the modern educated adult must have a range of perspectives on the past which was impossible for a person in the Middle Ages and vastly wider than that possible to the Victorian.

13. English Poetry from Donne to the Contemporaries A similar historical approach was implicit in this course.

14. Drama in the Western World This was a reading and discussion course of 20 plays, one a week, beginning with Aristotle's Poetics, then Aeschylus' House of Atreus, to O'Neill, Eliot, and Fry.

15. World Politics and People This course was based on first term readings on World Politics prescribed by the American Foundation for Political Thought and in the second term a selection designed to draw the students imaginatively into the lives and hopes of people in other nations and cultures and to provide sociological insights; it included Riesman, The Lonely Crowd, a book or play by John Hersey, Joyce Cary, Anne Frank, Alan Paton, Kamala Markandaya, Richard Wright, Edwin O'Connor, Arthur Miller, Graham Greene, Ignazio Silone, Czeslaw Milosz.

16. Spanish Language and Conversation This introductory course offered each year stresses verbs, vocabulary, practical syntax, and simple conversation.

17. Introductory Course in German This course also offered annually, is intended for the student who wishes to be able to read German texts with only occasional use of a dictionary. The student will gain a working knowledge of spoken German to carry on a simple conversation and learn to write basic communications. Guidance is given to participants who wish to go beyond the course by further home study and reading.

The comprehensive study certificate

This certification from the Institute is open to persons who wish to relate what knowledge they already have with further mature interest in philosophy, social studies, literature, history, theology, or science. The Certificate student takes a course a year in his or her chosen field, advised at each step by the Director of Studies and responding to their own deepening curiosity. About six years are required to complete the Certificate.

Certificate programs to fill particular community needs

The Thomas More Institute offers two programs in this category: Teaching the Slowly Educable Child and Kindergarten Teaching.

The former, begun in 1954 is a two-year course for persons directly involved in the education of slow-learning children. Essays, project presentations, and the mastery of some outstanding books in the field are included. Persons holding a regular teaching diploma may qualify for a Provincial diploma in this area of special education by fulfilling all requirements over the two-year period. Other persons, expected to have high-school leaving or its equivalent, may qualify for the Certificate of the Institute. As of the spring of 1969 the certificate in special education, with its provincially recognized curriculum, had been awarded to 92 teachers. Of these two-thirds to three-quarters were women. All the recipients of 1969 were women, one the principal of a school, the others teachers, mostly of special or auxiliary classes for retarded children. However, the course may be of interest also to parents and social workers.

The Kindergarten course for teachers and parents was introduced in January 1959. Given one night a week over a year-and-a-half, it includes study of psychology and learning theory, and an examination of teaching methods for the child to the age of six years. In addition to critical reading of outstanding books, the writing of essays, and the final examination, each student is expected to complete three observation assignments under direction in kindergartens and art schools. Satisfactory completion of the course qualifies persons who hold a regular teaching diploma for the relevant provincial special education diploma. Those who do not have the basic teaching diploma may earn the Certificate of the Thomas More Institute. In the 11 years since this course has been offered, 492 persons, almost all of them women have been enrolled; 316 have attended regularly, 228 of them completing the requirements for certification.

Evening high school courses for adults

In September 1950 the Thomas More Institute introduced evening high school courses as a service to people to whom the provincial high school leaving certificate or the university entrance certificate was important or obligatory as a basis for further studies. From 1951 to 1968 there were 148 individuals who had received certificates. Some of these worked first for the general certificate and then for university entrance requirements. One was awarded her B.A. degree in 1969. Recent introduction of tuition-free courses in the public system has lessened the demand for these courses, and as a result of its experience with adults at this level of education, the Institute for the past three years has enlarged its service to provide counseling for persons seeking information about available courses in the community and which are most suitable for the individual. To every 50 registrations in the Institute's high school courses there is a ratio of 280 consultations. In 1968-69 students in the high school courses numbered 83, 52 men and 31 women. Nineteen of these wrote the Service for Admission to College and University (SACU) tests, while 67 intended to write provincial examinations.

This account of the Thomas More Institute does far from justice to the variety and relevance of its courses and, even more importantly, to the inspired and innovative educational philosophy that underlies its work. The Directors speak wistfully of the prospect of writing a history of the Institute, perhaps to mark its quarter century of life — if only there were more hours in the day. Few works would be of greater value for the field of adult education. May they find — or be granted — enough extra hours!

CHAPTER II: UNIVERSITY DEPARTMENTS OF EXTENSION ADULT EDUCATION AND CENTERS FOR CONTINUING EDUCATION

"University extension began with courses for women at Toronto and McGill Universities about 1870," writes C. E. Phillips in The Development of Education in Canada.[1] In England, too, where the "University Extension Movement" was already making its mark in the previous decade, the success of afternoon classes for women in several large cities had paved the way for an evening program for workers and other persons who were unable to attend in the afternoon.[2] Not surprisingly, therefore, current programs for the continuing education of women in Canada and also in the United States are frequently under the auspices of "university extension" or its equivalent and in some cases are offered in the daytime. In addition, women comprise a high proportion of participants in general university extension courses, both credit and non-credit, of all Canadian universities. Following are examples of recent programs with particular reference to the participation of women. It should be noted that it is a sampling only, and is by no means comprehensive.

---

[1] p. 360.

[2] Max Leclerc. Le rôle social des universités. (Paris: Armand Colin et Cie., Editeurs, 1892), p. 8.

THE UNIVERSITY OF ALBERTA

DEPARTMENT OF EXTENSION

A talk-in program

"Since we got notice of this Talk-In Program we have been doing some serious homework. We have not come with placards or banners shouting protest, but we have made a frankly gimmicky chart to get your attention and help us get several ideas across."

The speaker was one of three among some 60 to 75 women who had responded to an invitation from the Department of Extension of The University of Alberta to attend a Talk-In-Education/Women on the afternoon of March 25, 1969. The three, who "dubbed" themselves "militant mothers" jointly presented the ideas they wanted "to get across." Their chart illustrated "the terrific potential in the room--woman power, people power." Surging forth from this "power source" they depicted a great charge of electricity, "AMPS, standing for Adult Mature Part-time Students," to which was added a large L for learning, thus creating "the end product, LAMP." "We think of the lamp as showing not only the inner satisfaction that a woman may derive from learning but also the fact that in a very dark room she might shed a little light."

Looking at the problem of education and women this trio had asked themselves: Why education for women? What specific training do we need and why? Where on crowded campuses do we find education for women? How, on a part-time basis, can they attain this education?

One of the three articulated questions she had faced, which she had found other women also were facing, in considering going back to university to prepare for effective involvement outside the home, in the community: what skills do I have? what can I really do? what kinds of positions in society might I be able to fill, probably on a part-time basis? Then there was the further question, what kind of training do I need? She spoke of the difficulty of formulating goals, especially on the part of a woman whose interests have changed with growing maturity and who is "out of touch with the business world and the academic community." "You're a little shy, too, about trying to find your way into the world from the sheltered confines of home," she added. Then, turning to the chart, she suggested that her colleague draw in "some wires along which the electricity can travel." These, she suggested might take the form of "an agency or a coordinating committee to define the needs of the community and work out ways in which an individual might help to fill some of them on a part-time basis."

Regarding opportunities for women in the community she raised pertinent questions: Could they not be trained as instructors in the field of adult education or in special subject areas in the public school system? Why do we not have more part-time teachers in our schools, women who with appropriate further education, might become specialists in a particular subject that could be taught on a part-time basis? Such women might go to outlying districts to teach courses of various kinds. She mentioned also the urgency of political involvement in today's society and women's potential role in social planning, provided the doors were opened and further education and training were available. Finally she emphasized the need of a counseling service for the mature student to facilitate re-entry into a learning institution and expedite the process of re-education and retraining.

The third member of the trio put the need for training for "aides to professionals." "The Edmonton School Board is currently employing people as teacher aides in the elementary schools, the junior high schools, the senior high schools and the vocational schools . . . What is needed is a short certification course to prepare these women to go into the classroom." She added similar comments regarding assistants in fields like library work, social work and resource persons in special skills such as music, art, silk-screening, pottery.

They had faced the practical problem of lack of space to accommodate mature part-time students. "We looked around our own community trying to locate space that was not being effectively utilized. There was the library open from 9:00 a.m. until 9:00 p.m. five days a week; it has a lecture room and in other libraries there are areas that could be closed off for teaching purposes. What about space in our community leagues, our churches, or even the schools at night? There would be no parking problem for all these institutions are convenient to public transportation."

As for a shortage of instructors and lecturers and teachers, surely the kind of person mentioned by the previous speaker would be the answer if they had a chance to "knock the rust off their university degrees." Then there are all the possibilities of the mass media. "What about video-tapes of university lectures? With a qualified person to lead a seminar discussion of the content? Or TV courses in our homes, supplemented by neighborhood seminars? All these methods have the advantage of vital and stimulating interchange of ideas."

They had a word also about scheduling, not only a convenient time of day for a woman with a home and family but also a convenient time of year; their suggestion was from January to June. And their concluding salvo: "Women don't need to have their hands held to get more education, all they want is to have it available. None of it would be any good to us, however, unless the employers in the community are made aware that there is a potential power among middle-aged women to fill employment deficiencies, where the greatest demands exist and where there are shortages."

From this opening sally the Talk-In moved into discussion of various aspects of the subject. It was pointed out that many of the concerns the trio had mentioned were "concerns of people in general, not just of women." There were middle-aged and older men who were trying to enter formal education and many of the services touched upon were needed not only for university graduates but for adults at every level of education. The reluctance of professional associations to encourage a paraprofessional level of skills "unless the chips are really down" was commented on, underlining the need to define the respective roles of the professional and the assistant. This latter had been done in some fields in which courses were being offered at the Northern Alberta Institute of Technology.

An Extension Department staff member asked how many of the women present would be interested in a certificate program in the principles of adult education from which it would be possible to branch out into the skills of paraprofessional librarionship, social work, teaching, or group leadership (facilitators, people who would be able to assume the role of teachers and/or discussion leaders in neighborhood seminars). The response varied: one person thought such background studies would be highly salutary as preparation for life in the coming era of leisure, when we shall need to concern ourselves "with different forms of living, not just working for living or living for work." She cautioned against the current tendency to regard marketability as a measure of the worth of skills. Another woman, who regarded the suggestion favorably, thought that any such program should be first and foremost "practically oriented," i.e., directed to remunerative employment.

Two particular problems of returning to education were stressed: (1) the rigidity of entrance requirements which was made even more forbidding because of the lack of uniformity in matriculation standards from province to province, and (2) insufficient sources of financial assistance for mature women students especially if they were registered for part time only.

The striking aspect of the occasion was its complete spontaneity and a certain sense of crusade on the part not only of the original trio of speakers but of other women as well. One suggested taking a leaf from the students who are advocating student power. "It is only when you start shouting and demanding your rights that you get them."

"A second look"

The Talk-In was by no means the first special activity related to the continuing education of women sponsored by the Department of Extension. Earlier in the winter a program entitled A Second Look,which consisted of eight weekly meetings, had been offered "for women contemplating a return to school, a new job or a new move into volunteer activities." The series was introduced with discussion of new patterns of activity for women and the resulting conflict in roles personally and within the family. Then came two sessions devoted to testing of abilities and interests, with interpretation of the tests. A representative from Canada Manpower spoke on job opportunities and the demands of work settings at the fourth session. Then educational opportunities were presented by the University's Dean of Women and a representative of the Northern Alberta Institute of Technology, followed in the sixth week by a panel on voluntary community services: volunteer bureau; foster parents; skilled volunteers and recreation agencies. At the seventh session a Home Economist led discussion on Making a Plan, including home management and outside responsibilities, and child-care facilities. The last meeting was given over to summary discussion of the total experience.

Brief to the Royal Commission on the Status of Women in Canada

In February 1968 the Department of Extension submitted a brief to the Royal Commission on the Status of Women in which attention was directed to the variety of educational experiences available to women through University Extension. The potential value of these to the woman personally and to the welfare of her family and community was stressed but it was stated also that many women were unable to benefit from such programs because of financial and other pressures. In order to alleviate this situation the Department recommended: (1) that greater publicity be given to the provisions of the Income Tax Act regarding permissible deduction of tuition fees; (2) that French or English courses of a suitable standard for adults offered by recognized institutions be subsidized by the Federal Government so that more Canadians may have the opportunity to become bilingual; (3) that "community service training grants" be made available to women who wish to undertake special educational programs which will increase their ability to serve the community in a voluntary capacity.

Non-credit day-time classes

In 1964 as a result of several informal requests the Extension Department called a one-day meeting of representative women from the Edmonton area to explore the needs and interests of women in continuing education. As a result of this meeting a special series of non-credit day-time classes was established in 1964-65 under the title "Continuing Education for Women." These have been continued, some courses such as Oral French at elementary and intermediate levels being offered annually, with various other subjects varying and in some cases repeated, from year to year, e.g., Canadians in the Making, Introduction to Philosophical Thinking; The Novel in the Twentieth Century; Philosophy of Civilization; Psychology; The Art of the Storyteller; Design for Living; Law and the Modern Woman; Living Machinery; The Way the Human Body Works; Focus '69: Privacy. One of these in 1968-69 was the series The Second Look described above. In addition to classes held on the campus of the University, workshops for rural women on The Law and Modern Woman were held in 1967-68.

A survey of students in the program

A survey of students enrolled in the program, Continuing Education for Women, was carried out by means of questionnaires mailed in the autumn of 1967. One of the most significant findings of this survey was that the majority of women in the program had a family income of over $8,000. Only 14 percent had incomes of less than $5,000, and 57 percent rose to over $10,000 per year. These facts had made clear that women with lower incomes, who certainly predominate in the community, however much they needed or wanted to undertake further studies, would be unable to do so without financial assistance. It was on the basis of this experience, therefore, that the Department's submission was made to the Royal Commission on the Status of Women in Canada.

Other programs and services of the Department

Defining its role as one of linking the University and the community through continuing education, the Department of Extension offers a variety of educational programs for adults in Alberta who wish to explore new areas of knowledge. These programs may take the form of conferences, residential and non-residential short courses, seminars, workshops and evening courses which, although they are not part of a degree program, in both teaching and student participation, maintain a standard suitable to university work. In addition the Department has an extension library of over 6,000 volumes and a division of educational media. The library not only provides books for students registered in extension programs. It also operates a book service by mail that is available on a membership basis anywhere in the Province. Through the educational media division films, filmstrips, and audiovisual equipment may be rented, and trained projectionists are available at modest charge to organizations in the Edmonton area.

THE UNIVERSITY OF BRITISH COLUMBIA

DEPARTMENT OF UNIVERSITY EXTENSION

A conference

In February 1965 the Department of Extension of the University of British Columbia in association with the University Women's Club of Vancouver held a conference on The Role of the University in Continuing Education for Women, which, in part because of its timing, attracted attention all across Canada. The Conference had a two-fold purpose:

i) to provide useful information about the role of universities in continuing education for women;

ii) to provide guidance to institutions in the Vancouver area concerning the further development of their educational programs and services.

Held at Hycroft, the pleasant headquarters of the University Women's Club of Vancouver, it opened with an evening public meeting, co-sponsored with the British Columbia Division of the Canadian Association for Adult Education, at which Dr. Virginia Senders,[1] one of the architects of the University of Minnesota Plan for the Continuing Education of Women was the main speaker. Following Dr. Senders' address, which was entitled "The Educational Challenge of the Changing Role of Women," the Dean of Women of the University and the Director of Adult Education of the Vancouver School Board discussed its implications for educational programs in the area.

The Conference continued through the next day beginning with a second presentation by Dr. Senders who spoke about "Counselling and Noteworthy Continuing Education Programs Elsewhere." In the afternoon small groups under the chairmanship of Extension Department staff members discussed and prepared suggestions concerning programs and services which it was felt the University should be providing. An address by the President of Simon Fraser University on the role of that newly established institution in continuing education for women brought the program to a close.

Daytime programs

As a result of the success of this Conference, in the autumn of 1965 the Department of Extension presented "a number of programs directed specifically at women."[2] Outstanding among these was a special series of ten counseling seminars which explored "Continuing University Education for Women." Held during the day at a downtown location convenient to participants, these sessions examined educational and occupational opportunities available in the community, with special emphasis on the general employment picture, the role of counseling services, and the attitude of business and industry to the return of women to employment. "This project was supported through the generosity of the McLean Foundation, and lecturers were drawn from the community, the University of British Columbia, and Simon Fraser University."[1] Extra-sessional credit and non-credit courses, also, were offered at convenient hours and locations. The latter included a lecture course, "Women Against Myth," which attracted 93 men and women interested in examining the myths and realities of the traditional role of women.

---

[1] The Canadian Association for Adult Education, with financial assistance from the McLean Foundation, had arranged a national tour for Dr. Senders, which brought her to Vancouver.

[2] The University of British Columbia Department of University Extension, Annual Report 1965-66, p.21.

Response to these daytime programs was so enthusiastic that they have been continued year by year. A few examples from the listing for the autumn of 1968 give an idea of the range of subjects and the approach taken in each:

Keep in Touch. War and Peace in the Global Village A discussion program of five sessions centered round the book of this title by Marshall McLuhan and Quentin Fiore, which participants were expected to have read.

Expanding the Consciousness: How Modern Works of Art and Literature Can Increase Our Awareness Classes meeting two hours a week for eight weeks, using movies, workshops and short lectures to demonstrate and analyze related forms of art and literature.

West of Eden: The Vision of the Ideal Society in Literature A Lecture-Discussion-cum-Reading series of 10 sessions to "explore the concepts of paradise, the golden age, Eden, utopia, anti-utopia and Cockaigne, as well as the conflicting attitudes towards them generated by pagan, biblical and modern points of view." Recommended readings included works of Sir Thomas More, William Morris, Frederic Engels, George Orwell, Samuel Beckett, Joyce Cary, Nathaniel Hawthorne, Paul Goodman and Vladimir Mayakovsky.

From Kiev to the Kremlin: The Story of Russia A series of six sessions advertised as for husbands and wives, giving a broad sweep of Russian political, economic, and cultural developments from the origin of the first Russian state centered around Kiev in the 9th Century A.D., to the present.

Quest for Identity A series of six noon-hour discussion programs examining some of the problems of women in our society, scheduled at the noon-hour to accommodate employed women; using films, songs, and written excerpts, with a concluding session on values in our society: who are the bearers of values and who transmits them? what values are associated with the feminine? with the masculine? what values are shared?

The Changing Family Six sessions on the role of the family how it has changed as a result of urbanization and industrialization and whether change means deterioration or adaptation.

---

[1] Ibid.

The Legal Position of Women in British Columbia A course of six lectures given by lawyers, reviewing areas of civil law which particularly affect women or in which women have a legal status different from men.

On Being a Consumer Five sessions focused on problems, benefits, and responsibilities of the consumer, including examination of the intricacies of consumer buying, with a view to providing useful information about current practices.

The Lively Arts in Vancouver A Sunday afternoon series in conjunction with the Vancouver Art Gallery under the chairmanship of the Assistant Curator of the Gallery, "to establish a firsthand feeling for the art scene in the area through confrontation with creative personalities practising the contemporary arts."

Orientation to college for adults

In October 1967 "UBC Extension" in cooperation with the British Columbia Division of the Canadian Association for Adult Education, The B.C. Library Association, and the Vancouver Public Library introduced a one-day program for mature adults returning to study at a post-secondary level after several years away from a formal educational setting who wished to orient themselves and improve their methods of study. The program was repeated in 1968 and, evaluation forms used on both occasions having shown that it filled a definite need, is to be continued on an annual basis.

The 1968 program included the following topics: Adults Can Learn, Effective Study, Effective Use of Library Resources, A Word About Examinations, The Art of Writing, and Coping with Science and Technology. Instructors were drawn from The University of British Columbia, Simon Fraser University, British Columbia Institute of Technology, and the Vancouver Public Library. There were 73 participants, 36 men and 37 women; almost half were between 20 and 34 years old, 10 were between 35 and 39, nine were between 40 and 44, and 19 were more than 45 years of age. Most of them were enrolled in the educational institutions from which the instructors came. A few were in various other post-secondary institutions.

Other extension programs

A considerable number of women participate in university credit courses under Extension Department auspices. Evening classes are chiefly in undergraduate arts and education, while the summer session provides courses also at the postgraduate level and in a wider range of subjects for undergraduates. A few arts courses are available by correspondence.

Non-credit offerings in evening sessions vary from diploma courses in agriculture, business management and public administration to liberal arts studies in many subjects, some of the latter resembling the day-time programs.

THE UNIVERSITY OF CALGARY
DIVISION OF CONTINUING EDUCATION
BANFF SCHOOL OF FINE ARTS

> *The purpose of the Division of Continuing Education is to bring the resources of the University within reach of as many citizens of the province as possible. To this end it cooperates with individuals and organizations in projects which advance the social, economic and cultural well-being of the community.*[1]

Programs of the Division

The Division offers three types of on-campus programs:

i) The evening credit program, comprising a limited number of degree courses at undergraduate and graduate levels from all Faculties of the University. (Courses are offered also at a number of outside centers for people who are unable to attend classes in Calgary).

ii) The summer session program, offering a number of university credit courses at both undergraduate and graduate levels in Arts and Science, Education, Fine Arts, and Physical Education, and also some non-credit courses for teachers who wish to continue their professional education without becoming involved in postgraduate work.

iii) The Extension program, consisting of evening classes for persons who wish to become informed about a particular subject at a university level but who are not interested in a degree program. Extension also provides courses leading to diplomas or certificates in such areas as management, personnel administration, and accounting. Throughout the year, too, the Division sponsors occasional seminars, institutes, and other educational programs dealing with current areas of concern. One of these held in the past academic year that was of particular interest to women was An Inaugural Seminar on the continuing education of women, which was co-sponsored with the Adult Education Division of the Calgary School Board.

Banff School of Fine Arts

The Banff School of Fine Arts was established in 1933 by the University of Alberta as a school of arts related to the theater. Men and women from all parts of Canada and the United States and also from other countries go to the School for training in theater, painting, ballet, music, handicrafts, decorative arts, play and short story writing, radio and television writing, availing themselves of an opportunity to work with distinguished teachers.

In addition, the Centre for Continuing Education serves as an adult education and conference center. It is the home of the Banff School of Advanced Management, an educational project jointly sponsored by the western provincial universities, which conducts two six-week sessions annually, as well as short courses in management training. It is estimated that during 1967-68, more than 28,000 persons utilized the Centre.

---

[1] The University of Calgary, Calendar 1968-69, p. 30

UNIVERSITY OF GUELPH
GUELPH, ONTARIO
OFFICE OF CONTINUING EDUCATION

"LEARNING FOR LIVING"

A new university with a long history

The University of Guelph, although one of the newer universities of Ontario, having been established by Act of the Legislature in the spring of 1964, has a unique historical background. It includes within its scope of operation three of the oldest educational institutions in the province: Ontario Agricultural College, which under its previous name, Ontario School of Agriculture, dates back to 1873 and from 1887 until the new university was formed was affiliated with the University of Toronto for the granting of degrees in agriculture; Ontario Veterinary College, which was transferred from Toronto to Guelph in 1922 and whose graduates since 1946 had received the University of Toronto degree of Doctor of Veterinary Medicine; and Macdonald Institute which was established in 1903 as a Division of Home Economics at the Ontario Agricultural College and since 1948 had offered a course leading to the degree of Bachelor of Household Science, awarded by the University of Toronto.

To provide for a degree program in Arts and Science in the new university, Wellington College was established in October 1964. In the short period since that time, although the older colleges still flourish, Wellington has considerably outstripped them in enrollment.

Non-credit programs at the University of Guelph

In addition to the degree programs of the three "federated colleges," each of them has had a long history of extension work--non-credit and certificate courses, including some by correspondence. Over the years these have attracted large numbers of men and women, particularly from the farming community of the province. With the addition of Wellington College, from the fall of 1966 a further program of non-credit courses and seminars in the liberal arts, citizenship, and international affairs has been developed.

While the non-credit or certificate courses offered by the older Guelph colleges were aimed for the most part at professional upgrading, the aim of the newer program is "to involve people in stimulating experiences--to provide new perspectives, new learning, new understanding--and to facilitate interaction between campus and community."[1] Offered in the evening, frequently with a special rate for husbands and wives, these activities have contributed vitally to the intellectual life of the community. The program for the autumn of 1968 is a useful example of the type of courses offered:

Problems of Contemporary China Ten lectures arranged in cooperation with the Canadian Institute of International Affairs and the University of Toronto, Department of Extension.

Culture and Personality A course in the sociology of personal development.

---

[1] Learning for Living, Fall Semester 1969 A brochure of courses offered (Guelph, Ontario: University of Guelph, 1969).

Elementary Logic An introduction to modern symbolic logic.

Canadian Government The structure of the Canadian political process.

A Scrutiny of Scientific Claims Introducing the philosophy of science.

Workshop in Vocal Literature A study of German Lieder, with emphasis on the works of Schubert, Mozart, and Puccini.

The Historical Background of French-Canadian Nationalism A series of five lectures covering the "old regime," the conquest of New France, the conflicts of the nineteenth century, the difficulties of Confederation to 1917, and the growth of French-Canadian nationalism during the past 50 years.

In addition, language classes were offered in Chinese, English as a second language for non-native speakers, French for "enjoyment and understanding," German, Italian, and Spanish; a series of five panel discussions on pollution, as well as several art exhibitions and an arts festival week focused on the "Glory that was Greece."

Enrollment in these educational activities at Wellington College has increased steadily year by year, from a total of 124 in the fall semester of 1966 to a total 505 for the entire year 1967 and 659 in 1968.[1] Unhappily for the purposes of this report, the statistics are not broken down by the sex of the participants.

An Office of Continuing Education

To bring together the various "outreach" elements of the University's program, on April 16, 1968, the Senate approved the establishment of an Office of Continuing Education, and as of July 1, 1969, a newly appointed director of this Office took over the task of coordination. The functions of the Office have been clearly defined in a statement issued on the authority of the Senate of the University:

i) to plan, organize, coordinate and continually evaluate all on-campus and off-campus non-credit and certificate credit courses. These would include such diverse courses as: those currently coordinated in Wellington College, correspondence courses in Horticulture and Agriculture, upgrading of practicing veterinarians, dairy short course, etc;

ii) to maintain liaison with other adult education agencies in the community, e.g., night schools in high schools, community colleges, etc;

iii) to arrange for all publicity, space reservations, registration, collection of fees, payment of honoraria and other costs, parking, etc;

iv) to develop, in consultation with appropriate faculty, new programs that may appear from time to time to be desirable.

---

[1] A report of the continuing education program at Wellington College, University of Guelph Part 2. Non-Credit Lectures, Courses, Educational Events. (Guelph, Ontario: University of Guelph, 1969), p.6.

There is a faculty policy committee advisory to the Director, who will also have the support of several part-time assistant directors, each of whom is a faculty member of one of the colleges, e.g., Assistant Director for Agriculture, Assistant Director for Veterinary Medicine, Assistant Director for Home Economics, and Assistant Director for Arts and Science. The major responsibility for initiating new programs will be in academic departments.

It should perhaps be underlined that, unlike the practice of a number of other university extension departments, this new Office of Continuing Education at the University of Guelph will be responsible only for non-credit programs.

McGILL UNIVERSITY, MONTREAL

CENTRE FOR CONTINUING EDUCATION

The Centre for Continuing Education of McGill University offers a number of evening programs which, in the words of the Director, "are particularly valuable to women." This development has been encouraged and assisted by the McGill Alumnae Continuing Education Committee which the Chairman writes, "was originally inspired by such programs as the Radcliffe Institute and the Minnesota Plan for the Continuing Education of Women." As of June 1969 these offerings included:

Nursery School Education

A three-year program to qualify individuals for nursery school teaching. The intent of the program is to qualify untrained people who are working in nursery schools. Those who complete the program may obtain a provincial Class II Diploma (Nursery School), if they supplement it with first year university courses, to qualify as elementary school teachers.

The program includes in the first year--Human Relationships in Group Dynamics, Child Growth and Development and Music; in the second year--Environmental Studies, Art, History and Philosophy of Nursery Education, Program Planning and Physical Environment of the Nursery School, and in the third year--The Typical Child, Development Testing and Child Study and School Law.

In 1968-69, the first year of the course, 27 students (all women) were enrolled. Two of these were under 20, six between 20 and 30, twelve between 30 and 40, six between 40 and 50 years of age.

Emergency Program in Teacher Education

This program was developed in the fall of 1967 to meet a shortage of high school teachers. It was open to university graduates 27 years of age and over. Applications were made to the Department of Education of the Province of Quebec, and the Centre for Continuing Education provided classes for those who had been accepted by the Department. The curriculum of the first year, which was introductory in character, included General Methods, Psychology and History of Education. In the second year, 1968-69, three courses were again offered--open only to those who had successfully completed those given in 1967-68. They included a study of the major philosophical traditions of the western world from the Greeks to the present; Psychological Measurement with some introduction to statistics for teachers, plus Curriculum and Instruction in one teaching option chosen from the following high school subjects: Science, History, Mathematics, English, French, and Home Economics. Registration consisted of 27 women--five men and three women who were partial students. The average age of the students was between 35 and 45. Because the teacher shortage has ended, it is unlikely that this program will be repeated once the cycle is completed.

Technicians-in-Psychology

This is a new program which will be introduced in the fall of 1969 to a maximum of 16 students. It is offered in cooperation with the Department of Psychology, which accepts primary responsibility for selection of candidates. Objective of the course is "to prepare university graduates for positions as technicians working in hospital and other settings under the supervision of professional psychologists." The program will combine formal lectures and supervised practicum and will be preceded by a full-time orientation program during the week previous to the beginning of classes. The announcement of the course cautions applicants to be aware that "this is a new profession, although there are 70 or more technicians in psychology currently working in Quebec institutions." The idea of introducing such training is endorsed by The Corporation of Psychologists of the Province of Quebec, which proposes to have its Charter amended to give it control over working conditions for technicians.

Other courses of special interest to women

In the autumn of 1969 the Centre will offer two or three courses in library work designed for women who are working as volunteers. For several years it has given a course for medical secretaries, which consists of 20 two-hour lecture periods. In 1968-69 there were 90 students enrolled. In 1969-70 for the first time one-year courses for legal secretaries and dental assistants will be made available.

UNIVERSITY OF MANITOBA

DEPARTMENT OF EXTENSION AND ADULT EDUCATION

Cooperation with a University Women's Club

Daytime courses offered at the University Women's Club of Winnipeg are a "going concern" within the program of the Department of Extension and Adult Education of the University of Manitoba. Since the autumn of 1967 administrative responsibility for these courses has been carried by "University Extension," the Continuing Education Committee of the Club acting in an advisory capacity with respect to subject matter and lecturers. In effect the Committee is the link between the Club and the participants and between the participants and the Department of Extension. It arranges for nursery services for pre-school children of mothers who are enrolled in the various courses, and its members act as hostesses during the lectures.

It had become apparent that night courses offered at the campus of the University of Manitoba were not sufficiently accessible to many interested women. In the words of the Chairman of the Club's Continuing Education Committee, "on the whole mothers need to be at home in the evening." In any case, the distance of the university campus from the center of the city, together with the cost of baby-sitting services, were added handicaps. It was with such factors in mind that the Committee, after an initial exploration of the educational interests of women in the community, approached the Extension Department about the possibility of offering courses in the pleasant clubhouse, formerly the family home of Charles W. Gordon (Ralph Connor), where nursery care for small children could be arranged at reasonable cost.

Most of the courses are ten weeks in length, the current fee per course being $18.00. Subject matter includes a considerable range, on the whole tending to fall within the fields of literature, history, political science and international affairs, with occasional classes in French conversation. Offerings over the past two years have included, for example: *Modern Literature: Man in Quest of Himself*, with special attention to Conrad, Camus, Beckett, Pinter and Ionesco; *Men, Machines and Morals: Two Views*, one half of the classes focusing on existential problems and the others on philosophical questions arising from advances in computer technology and cybernetics; *Flashpoints of Contemporary Conflict*, in which the situations in the Middle East, Germany and Vietnam were studied; *Modern Archaeology--Man in Quest of His Background*; *Problems of the City*; *The English Novel*; *The American Political System in Historical Perspective*, and *The Canadian Political Scene*.

While the choice of lecturer rates high among reasons for satisfaction with the courses, by far the majority of the participants report having been attracted chiefly by the subject matter. Sharing the lively encounter of the last lecture in the series on *The Canadian Political Scene* made one realize how stimulating the sessions can be. Exchange of opinion regarding the comparative significance in Canadian life of the "French fact" and the mounting influence, both cultural and economic, of the United States yielded discussion of a high order and whetted appetites for similar opportunities in another season. Meanwhile the Continuing Education Committee of the University Women's Club is exploring more broadly the educational needs and interests of women in the community as a basis for further cooperative arrangements with the Department of University Extension. It is worthy of note that almost a half of the participants are not university graduates, and of those who are by no means all are members of the club.

Other Extension Programs

These daytime courses are only one part of the adult education program of the University of Manitoba. Courses in the humanities and "other areas of proper concern to a university" are offered on a non-credit basis in evening sessions. The Department also has extensive agricultural extension services. Correspondence courses for university credit in a limited number of arts subjects are made available, and studies at both undergraduate and post graduate levels in arts, science, and education are given in evening and summer sessions. Some of the education courses are at postgraduate level, the object of all extension studies in this field being to enable teachers to improve their professional qualifications. Women participate in all of these, often predominating in the education courses.

UNIVERSITY OF TORONTO
DIVISION OF UNIVERSITY EXTENSION

DIVERSE OPPORTUNITIES OF CONTINUING EDUCATION

Extension Division students

There are some 20,000 extension students engaged in part-time study on the three campuses of the University of Toronto--St. George, Scarborough, and Erindale.[1] More than a quarter of these are enrolled in programs of study leading to a University of Toronto degree or certificate. Others are in non-degree courses in business and professional fields or in the liberal arts. Substantial numbers pursue courses by correspondence. Women in growing numbers participate in these various programs.

1. *Degree courses*

Courses offered by the Division may lead to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing. In each case the program of studies is the same as that followed by students in full-time attendance in day classes. During the summer session degree courses are given in the day-time as well as in the evening.

The General Arts Course gives "a broad rather than an intensive program in a particular field of study" and aims to provide "a broad foundation in humanities, social sciences and natural sciences."[2]

The General Science Course is planned similarly "to give students a basic education in the sciences, rather than an intensive program of study in one particular branch of science."[3]

The Degree Completion Course for Graduates of Diploma Schools of Nursing prepares "graduate nurses for professional responsibility in hospital and public health administration, for teaching in schools of nursing, and for supervision of nursing services."[4] Throughout the course studies in the humanities, sciences, and social sciences are related to nursing; concepts of public health and mental health are emphasized.

Courses leading to Type A teacher certification

These courses are especially designated for credit toward the academic requirements for the Type A Certificate. Teachers who wish to apply any of them to upgrade their qualifications must obtain an official ruling regarding their standing from the College of Education (Advanced Academic Requirements). Courses in this category that were offered in 1968-69 included: Computer Science (an introduction to computing); English (Old English Language and Literature, English Prose, Poetry, and Drama 1660-1800; English Drama to 1642; Modern Novel); Food

---

[1] University of Toronto. Degree Courses in Extension. Winter Session 1968-69. Summer Session 1969, p. 9.

[2] Ibid. p. 24.

[3] Ibid. p. 30.

[4] Ibid. p. 33.

Science (Euthenics); French (French Canadian and Contemporary French Literature, French Phonetics and Oral French); Industrial Geography, and History (Italy since 1789 and European Intellectual History).[1]

Courses for mature students entering degree and certificate courses

"Students 25 years of age or over, residents of Ontario for at least one year, who have a sound academic record and a minimum of 60 percent in at least one Grade 13 subject or its academic equivalent, will be considered for admission as mature students."[2] To possess this minimum requirement does not ensure selection, however. For example, certain degree courses may require more than one subject of the Grade 13 curriculum. In order to assist mature students to qualify for admission, the Division of University Extension offers courses in English, Chemistry, and Mathematics which are accepted as the equivalent of Grade 13 in these subjects.

Admission to degree programs

Admission as either a regular or a special student[3] in degree courses is granted in one of three ways: with an Ontario Grade 13 or equivalent certificate, as a mature student with less than full admission requirements, or with an undergraduate degree from a recognized university.

Women students in degree courses

Roughly half of the 5,900 individual students in degree courses in the Division of University Extension through the year 1968-69 were women -- a consistent proportion over a considerable period of time. In daytime courses in the summer session their numbers tend to predominate, while in evening classes in both winter and summer sessions, more men than women are likely to be enrolled. Obviously a day-time schedule fits more readily into the life of a married woman at home, and moreover, many of the summer school students are women teachers who are upgrading their professional qualifications.

Financial assistance for the degree students

Financial assistance for extension students is limited. In 1968-69 the University Women's Club of Etobicoke made available four bursaries valued at $50.00 each, two to be awarded in the winter session and two for summer students. In addition there are two bursaries for teachers, one of a value of $100.00 for an elementary school teacher from Northern or Northwestern Ontario who has credit for at least two subjects in the Pass Course for Teachers or in the General Arts Course as a student in the Division of Extension. To be eligible the student must enroll for two or more subjects in the summer session immediately following the award; the other, in value about $165.00, is awarded annually to a teacher enrolled in the General Arts Course who has completed, with reasonably good standing, at least four subjects in that Course as a student of the Division.

---

[1] Ibid. p. 34-36.

[2] University of Toronto, Division of University Extension, Certificate Course in Business, 1968-69, p. 16.

[3] A regular student is one who is proceeding to a University of Toronto degree in the Division of University Extension, while a special student is one who is not proceeding to a degree through University Extension but who may enroll in an individual subject for credit in another university or in other faculties within the University of Toronto.

New developments, amenities, and services

The Association for Part-time Undergraduate Degree Students Within the past two years there has been an interesting development in the direction of integrating the degree students in the University Extension Division more fully into the life of the University. A questionnaire distributed to those enrolled in the academic year 1966-67, to which there was substantial response, revealed widespread feeling of isolation, even alienation, from the rest of the University. Recognition of this situation gave impetus to a movement to bring about an association that would give them a more meaningful sense of identity and solidarity as well as a channel of communication to University administration.

Finally, as a result of the untiring effort of a small group, in September 1968 the Association for Part-time Undergraduate Degree Students came into being. Its scope and purpose are stated in its Constitution:

> To provide an established framework through which members of the Association can promote understanding and liaison with University Authorities; and to promote a means by which concerns may be expressed and resolved to the mutual satisfaction of both University and Student Representatives.

Already in its first year of existence the Association has proved its worth. Extension degree students have become better acquainted; an occasional newsletter, Extension Voice, has been issued providing opportunity for dialog. More significant has been the appointment of representatives from the Association to various administrative committees of the University. For adults with greater domestic and career responsibilities than most full-time day students, to be enabled to voice their outlook and needs as students not only contributes to their own progress but may also bring enrichment to the University as a whole.

Initiatives of the Division--The advantages of the Association have been greatly enhanced by new facilities and services already initiated by the Division of University Extension. Counseling services have been extended and are being strengthened; an effective reading course has been available at a nominal fee; a writing laboratory has been introduced to assist individuals who have been away from academic work for long periods, and a facility that is especially prized is a house on the campus where the Extension degree students may study in quiet and meet one another. A library of some 12,000 volumes from the main library, with a professional librarian in charge, in the same house, facilitates the obtaining of reference materials, and more flexible arrangements for evening students to borrow books from the main University library are in process.

2. *Evening and afternoon courses in the liberal arts*

The Liberal Arts Section of the University of Toronto Division of University Extension offers evening and afternoon courses in the liberal arts and social sciences which "provide opportunities for systematic study for those who do not wish to write examinations and receive degree credits."[1] The section offers a wide variety of subjects, only a few of which require a specific background of knowledge. Most of these courses are offered in the evening at the St. George campus. Others are given at Scarborough College and at Erindale. In addition there are some off-campus offerings in various Toronto suburbs: Don Mills, Islington, Etobicoke, York Mills, and Richmond Hill, some given in church parish halls, others in a local public library. Some of these are scheduled in the afternoon to accommodate women who are at home. Considerable numbers of women are enrolled in such courses, irrespective of location. Frequently there is a reduced fee for couples.

French Summer School The University's French Summer School at Saint Pierre et Miquelon offers courses in French at beginning, intermediate, and advanced levels in the old world atmosphere of this colony of France. The purpose of the School is "to develop the student's ability to speak French and widen his experience of French life and culture through daily, natural use of the language."[2]

3. *Business and professional courses*

This program of studies is planned "to assist men and women in business or other organizations to better understand the nature of organizations and how they are managed; to improve their professional understanding of the new technical and mathematical theories and activities which have come to the fore in recent years and acquire some knowledge of other skills requisite to their current and future work needs."[3]

Courses are offered in a broad range of subjects, some of which hold particular interest for women employed in industry and business: accounting, administration, management, data processing, organizational psychology, personnel, labor relations, marketing, statistics, computer programming, chemistry, steel and concrete.

There may be long-range programs leading to certificates that are granted by the relevant organizations, e.g., Society of Industrial Accountants, Canadian Industrial Management Association, Institute of Canadian Bankers, Administrative Management Society, Personnel Association of Toronto, Public Personnel Association, and so on.

---

[1] University of Toronto Department of Extension, Liberal Arts 1968-1969, p. 5.

[2] Ibid. p. 47 (A separate brochure on the French Summer School is available).

[3] University of Toronto, Division of University Extension, Certificate Course in Business, p. 17.

Certificate Course in Public Administration[1]

This course is designed for experienced civil service who wish to acquire a broader background in the political and social sciences, which is increasingly essential to understanding of the functions of the executive branch of government. Special emphasis is given to problem areas of government at federal, provincial, and municipal levels. Six subjects are required to complete this course; one or two may be taken each year.

Certificate Course in Criminology[2]

This, also a six-subject course, is for persons with considerable experience in law enforcement, criminology, adjudication, and correctional services. It is focused on problems of criminal justice and treatment of offenders.

Correspondence Courses

These courses, most of them three years in length, are conducted by the Extension Division for various organizations[3]. The organization enrolls students in a correspondence course consisting of subjects appropriate to its requirements and grants recognition for successful completion. Among the courses offered the one sponsored by the Association of Administrative Assistants or Private Secretaries is not only a good example but the one in which, since it began in 1957,the largest proportion of women have been enrolled.

The content of the course is designed to increase the confidence of the student and thereby to forward the purpose of the Association, which is (1) to establish a national standard of qualification as administrative assistant for senior personnel; (2) to reach this standard by providing facilities for advanced education; (3) to make management aware of the value of the fully qualified administrative assistant. Covering a period of three years, the course includes in the first year two subjects: English Composition and Psychology; in the second year, English Literature and Economics, and in the third a choice of two Courses -- Business Organization or Human Relations in Business and either Business Law, Accounting, or Economic Geography.

---

[1] Ibid, p. 18.

[2] Ibid, p. 18.

[3] The sponsoring organizations are Association of Administrative Assistants, Engineering Institute of Canada, Canadian Credit Institute, Canadian Institute of Traffic and Transportation, Chartered Institute of Secretaries (a four-year course), Chemical Institute of Canada, International Personnel in Employment Security (a four-year course), and Ontario Association of School Business Officials. Each organization establishes its own requirements for enrollment.

The requirement for admission is high school graduation with at least nine credits, one of which must be English. Students who lack this standing may be admitted conditionally and on successful completion of the first year, will be allowed to continue. Written examinations set by the University are held simultaneously in May at centers throughout Canada. The certificate of completion is awarded by the Association. If a student fails in one subject it is possible to continue the course on the understanding that the examination will be rewritten the following year. Persons who have successfully completed the six courses may take additional subjects. Credit for the completion of these is inscribed in the original certificate. As of June 1969 there had been 193 graduates of the course, which was introduced in 1957. Of the 13 women who completed the certificate in 1969 there were 10 in various centers in Ontario, one in British Columbia, one in Alberta, and one in Quebec.

JOSEPH E. ATKINSON COLLEGE
YORK UNIVERSITY   TORONTO

THE CENTRE FOR CONTINUING EDUCATION

Background

York University is one of the more recently established universities in Ontario, having begun operation in 1960 as an affiliate of the University of Toronto; the affiliation agreement was terminated in 1965. In recognition of the growing need for facilities for the continuing education of adults, as early as September 1962, York had begun to offer courses of study leading to the Bachelor of Arts degree through Joseph E. Atkinson College, the evening division of the University. The Centre for Continuing Education, which is the non-degree section of Atkinson College, offers a variety of courses some of which are given in the North York Public Library or at Glendon College, the former York campus. These locations are more readily accessible to a cross-section of Toronto residents than the campus proper of the University. With few exceptions the non-credit courses are given in the evenings or on Saturday mornings.

Guidance seminars for mature women

An exception to the usual schedule of Centre programs was made February 14 to May 15, 1968 when a series of guidance seminars for mature women entitled A Second Career, was held (except for visits to some "areas of career interest") on Wednesday mornings from 9:30 to 11:30 in the pleasant Atkinson Common Room of Glendon College. It was an experimental project with an enrollment of 25 women. Seventy completed applications and numerous telephone enquiries had been received, but the size of the group was purposely limited in order to facilitate an individual approach to the needs and interests of the women.

The announcement of the course (No. 301) indicated that the series was planned "for women who are considering further education or employment and wish assistance in reorientation and in planning for the future," adding that it would afford them an opportunity "to consider how they will use their time and their competence in the years ahead." The purpose of the series was given even broader dimensions in the hope (as expressed by one of the participants on the first day) "that it will awaken the community to the needs of the mature woman and to the fact that she has something to contribute to society."[1]

---

[1] Sylvia F. Campbell, A Report on A Second Career Guidance Seminar for Mature Women, February 14 - May 15, 1968 (Toronto: Atkinson College, York University, 1968), p.1.

Curriculum

The first four sessions were devoted to general orientation in a sequence of topics: A Woman's Life: Its Stages and Responsibilities; Background to the Feminine Dilemma; Up-dating Through Education and The Mature Woman in Employment. The next part of the course consisted of five periods, each for the presentation and discussion of an occupational field: Social work; The Public Service; Teaching; Business and Libraries. Details of educational requirements and opportunities for upgrading were explained in each case. A carefully selected reading list had been distributed early in the course and the women completed reading reports which were presented orally. They also, with some direction, drafted resumes of their education and experiences.

"Toward the end of the series, four field trips were organized to inject realism into the kind of career discussions which had been taking place. The visits were a sobering experience. They indicated something of the limitation for mature women in employment. (Two of the four places visited had no effective interest in the employment of older women.) In one area, educational qualifications for the level of work desired seemed almost unattainable. In the fourth, although there was great need for the kind of help some of these women would have given there was no budget to enable their employment."[1] Before the group finally dispersed each woman had a counseling interview with the seminar leader and there was opportunity also for a general evaluation of the series.

The participants

The participants were "all over 30 and they had enrolled because of an interest in a career beyond that of homemaking. All had at least Grade 12 education. . . . Most of the group were old Canadians, but seven had not spent their early years in Canada."[2] Twelve were definitely interested in further education; 13 were uncertain. An extract from the report of a student from the Department of Adult Education of The Ontario Institute for Studies in Education, who had been assigned as an observer of the series as an informal adult educational experience for the participants, is illuminating with respect to the effect of the experience on the women's perception of their educational needs and their prospects in the world of work with some of its implications as she saw them:

> The need for retraining is perhaps the paramount need recognized by the women, and repeated by every speaker. This recognition began as the rather vague understanding that in order to do some of the more interesting things which some of them hoped to do, retraining was necessary . . . . For the older women this knowledge has meant a re-routing of some of their original ideas, because they felt. . . there is not the

---

[1] Ibid, p. 2.

[2] Ibid, p. 1.

> time to retrain and engage in a career. This would seem to suggest the need for some concentrated course that would consider the time factor related to age, and also the maturity factor of age. This was a concern expressed even by the younger undergraduate. It was also the concern of those who had very specific interests, and who would like to be able to take just the courses in the area in which they are particularly interested. The problem then arose as to whether this would mean the same thing to an employer as a general degree would.

> Recognition of the need for retraining was reinforced by the lack of fulfilling part-time work, and the dissatisfaction with volunteer work . . . speed in retraining is seen as necessary by many because of difficulties of planning in long term with family responsibilities so indefinite. The feeling of the necessity of speed is complicated by the uncertainty about the status of the para-professionals in relation to the rest of the work force . . . The uncertainty of status offers discouragement.[1]

Participants came from Toronto proper or one of the adjoining boroughs, but one came from as far away as Hamilton. Almost all had a family income above $10,000. Two of the women had no children but among the others there were 52 children ranging in age from four to 21 years. Most of them had been employed before they were married, but their work experience, and also their hobbies and voluntary activities were widely varied. On registration the number of hours they had available for a new endeavor varied from 15 to 60 per week, with a median of 17.5. Seven husbands had reacted positively to their wives returning to education; 13 had reservations and two were definitely negative in their reactions.[2]

Participants' assessment of the seminar

Questionnaires distributed at the end of the series brought response from 23 women assessing its value to each personally. "Nineteen felt they had come to a better understanding of themselves as a result of the series. Twenty-one felt the length of the series (14 weeks) was good. Nearly half the women felt that the daily sessions should have been longer, perhaps extending after lunch to give more opportunity for questions and discussion. Twenty-one felt the counseling interview was useful. Two did not. Twelve would have wished for more than one personal interview."[3] The women's reflections on what the series had meant to them personally, both spoken and written, shed further light on the meaning of the experience and some of its implications. Following is a selection of excerpts from these:

---

[1] Ibid. Appendix IV, p. vi.

[2] Ibid. Appendix II.

[3] Ibid. p. 4.

> The series has . . . . made me look in a practical, unbiased way at myself as an individual. . . . It has been helpful to find that I am not alone in my feeling of insecurity regarding my own ability, and this had been a morale booster. In some ways it has been discouraging but on the other hand has probably given me the necessary push to step out and just try to do something other than the few volunteer jobs in which I am now involved.[1]

> It has made me think in more practical terms of what it is possible for me to do--the leaders helped me put together my chaotic thoughts. The information given has been sufficient to let me know where to look for more. There has been enough incentive--enough self-confidence --supplied to start me actually doing something--not just thinking and talking.[2]

> I had not been concerned with the situation of women, and had been very happy doing my housework but was no longer feeling employed and needed to fill my spare time with something as fulfilling. I came out of the wood-work in other words, and everything was new to me-- the books, the people and the places.[3]

> . . . . It has made me aware that I must function as an individual although within the context of my family. I must choose a second career within many limitations, but at least I have a starting point.[4]

> It has occurred to me that perhaps even though my children are grown there is still a need for my presence in the home. I believe that the working world has been made too glamorous a thing, and provided that there is no actual financial need a woman's place is in the home. The exceptions would be if the woman has had the benefit of a higher education or if she truly wants to get into the labor force--because being part of the labor force also can be as routine as the home.[5]

> I sat down and thought very carefully about all my talents, desires, physical fitness, responsibilities, and innermost feelings which I had not done for some time.[6]

---

[1] Ibid. p.4.

[2] Ibid. p.4.

[3] Ibid. Appendix III, p. v.

[4] Ibid. Appendix III, p. v.

[5] Ibid. Appendix III, p. v.

[6] Ibid. Appendix III, p. v.

After the seminar

After the series had finished a morning of informal discussion was arranged when representatives chosen by the participants met with the seminar leaders. Later meetings of the women have been held at intervals to keep up-to-date with each other's progress. As a group too they submitted a brief statement to the Royal Commission on the Status of Women and they also have been concerned about the financing of the series so that it may be continued.[1]

As of October 1968 six of the participants had entered employment, three in business, two as teachers and one in a day nursery. Nine had returned to formal education: four at the post-secondary level, one at Teachers' College and three at University. Three had found purposeful channels of voluntary work in the community. For five of the women no change in daily routine had been yet possible; one was reviving her typing skill and one had definitely decided against planning a second career.

The program was not repeated in the 1968-69 academic year in part because of the problem of staffing,[2] but chiefly because of the cost. With so small a number of participants the series was relatively expensive to operate.[3] One solution might have been to increase the fee, which had been set at $70.00. Such a policy, however, would have meant restriction "to a very privileged group," while to have increased the number of participants, would have required increased time of the administrative staff, since clearly the experimental group had represented the maximum desirable size of an individual seminar. Efforts to obtain continuing financial support have not to date met with success.

---

[1] Ibid. p. 5.

[2] Ibid. p. 6.

[3] Ibid. p. 7.

CHAPTER III: LOCAL EDUCATIONAL AUTHORITIES, BOARDS OF EDUCATION, AND PUBLIC SCHOOL BOARDS

Since the late decades of the nineteenth century, local education authorities in many parts of Canada have been providing night school classes for people who had left school. In 18 to 80--Continuing Education in Metropolitan Toronto, J. R. Kidd describes some abortive attempts to introduce night classes in Toronto in the 1850's, adding that "the decision to reopen evening school classes in the fall of 1880 was greeted with much enthusiasm, and nearly 1300 aspiring students registered."[1] By 1914 enrollment had reached close to 2,000 but it waned again during the war years. Indeed in January 1918 the classes were closed because of a fuel shortage. In the 20's and 30's there was again an upswing in attendance, but new factors such as the raising of the school-leaving age and general improvement in attendance brought less demand for school subjects at night.

In 1891 evening classes in technical subjects were introduced by the Technical School Board,[2] but courses were offered only for men until 1896, when a short course in domestic science was added for women. There is no record of evening classes being held in commercial subjects until the fall of 1912."[3] Since by that time women had already shown marked aptitude for stenographic and other types of clerical work, these classes must have offered promising opportunity for ambitious young women.

High school enrollment continued to expand, and as school boards were organized in other parts of Metropolitan Toronto and new schools were built, night classes were also introduced--by Weston in 1925; by York Township in 1926; by Scarborough in 1927; by East York in 1929; by North York in 1932; by Leaside in 1945; by Etobicoke in 1954, and by Lakeshore in 1954.[4]

Meanwhile similar developments were occurring in a growing number of municipalities in almost all parts of Canada. A Canadian Association for Adult Education directory of administrative officials in school board adult education that was brought up to date in February 1969,[5] lists 299 local school boards that have adult education officers. The Directory does not indicate how many of these local authorities have organized a special division or branch of adult education, but it is well known that a considerable number have done so. However, at least two such divisions, those of Calgary and Ottawa, each has a woman coordinator who has oversight of services contributing to the to the continuing education of women, while in Quebec some seven local educational authorities have a woman officer in charge of "programmes féminins."

---

[1] J. R. Kidd, 18 to 80 Continuing Education in Metropolitan Toronto (Toronto: Board of Education for the City of Toronto, 1961), p. 26.

[2] *Ibid*. p. 26

[3] *Ibid*. p. 28

[4] *Ibid*. p. 28

[5] Canadian Association for Adult Education, Directory of Administrative Officials in School Board Adult Education (Toronto: CAAE, 1969).

It is beyond the scope of this report to document the participation of women in adult programs offered by public school boards or even to list the subjects in which women are registered. The Calgary School Board has been selected, however, as a local authority with a division of adult education that has demonstrated particular concern for the continuing education of women. Further, to hold this aspect in perspective within the total adult program, the responsibilities of the Division and its guidelines have been included to establish the setting in which the "woman coordinator" is working.

CALGARY SCHOOL BOARD
ADULT EDUCATION DIVISION

DEVELOPMENTS IN THE CONTINUING EDUCATION OF WOMEN

A woman coordinator

In 1968, the Adult Education Division of the Calgary School Board, on the recommendation of the Director of the Division, added to its full-time staff a Woman Coordinator whose function is, under the direction of the Director, to administer and supervise programs for women and other related programs. Her responsibilities were outlined as follows:

1. To evaluate and improve the ongoing courses and activities for women.
2. To determine the needs and interests of women in providing extended programs for women.
3. To plan, organize and arrange for the instructors of the women's programs.
4. To prepare the necessary brochures and advertising of women's programs.
5. To assist instructors in the women's programs in providing improved courses.
6. To work with community agencies and organizations in providing women's programs and activities.
7. To plan, organize, and implement an extended program in Parent Education.
8. To plan, organize, and implement a program of Family Life Education, including sex education.
9. To assist and organize other educational programs and activities as required.

Appointment to this post of a dynamic and imaginative woman who is sensitive to educational needs and uniquely aware of the resources of the community has brought enrichment to the adult education program. Elements of the total program that involve women particularly have been given new emphasis, and relationships with other organizations and agencies have been strengthened through various cooperative projects.[1]

Adult education policy of the School Board

The work of the Coordinator should be viewed in the perspective of the Board's policy with respect to adult education and the guidelines of its Adult Education Division, which are stated in the Annual Report of the Board for 1967:

> The Calgary School Board recognizes that the provision of adult education courses is essential to enable the development of the full potential of all citizens. The development of this potential is important to the national interest and to the highest concepts of citizenship. To achieve this purpose, the Calgary School Board accepts the responsibility of providing the opportunity for adults to continue their education in order

---

[1] See description of "An Inaugural Seminar" co-sponsored with the Division of Continuing Education of the University of Calgary.

to raise their academic qualifications, to improve their vocational skills, or to continue learning in general cultural programs, or recreational or hobby courses.

The Board will make school facilities available in out-of-school hours to the extent required.

The Board desires that its adult education program be broadened so that the additional courses needed can be offered and that an active program of publicity be adopted to acquaint the public with the courses available.

The Board will provide the administration of the adult education program and the use of the school facilities needed for it at no direct charge to the program.

In the extension of the present program, the following priorities shall be followed:

1. The offering of academic courses designed to raise the academic qualifications of persons enrolled. These courses may be offered at any level in which there is sufficient demand.
2. The offering of vocational courses designed for improving skills or for retraining purposes.
3. The offering of general cultural or hobby courses.

Adult education division

While a full-time Director of Adult Education was appointed in October 1963, it was not until the administration of the School Board was reorganized in 1964 that the operation became a Division. Guidelines for the Division accepted by the Board in January 1964 defined its responsibilities:

1. To develop and implement continuing educational programs which: assist in meeting the needs, desires and interests of adults toward a better livelihood, living, and active and informed citizenship; stimulate adults to explore other fields and develop new interests.
2. To make as available as possible to adults, through a variety of programs and activities, the resources of the Calgary School Board.
3. To provide services and assistance to community agencies and organizations in carrying out their educational programs and activities.
4. To facilitate and provide a vehicle through which various types of groups and organizations might make their educational programs and resources available to adults.

5. To work in cooperation with other agencies and organizations, and directly with adults, in identifying and interpreting needs and interests to adults which require programming.

6. To provide advisory and counseling services to adults in their planning and pursuit of continuing education.

7. To continually evaluate the ongoing adult education program in order to strengthen and improve programs, instruction course content and administrative procedures.

8. To operate the Adult Education Program on a self-supporting basis.

Programs and services

Within the scope and the limitations of these directives the Adult Education Division offers a varied program relevant to the educational needs of adults in the lively, fast-growing city of Calgary:

i) Academic Essentially upgrading and updating of adults to prepare them for entry into further educational programs.

ii) Vocational Training in typing, shorthand, office machines and book-keeping, and courses in electronics, blueprint reading, floral design, use of the slide rule, etc., to assist adults in acquiring or up-dating various skills.

iii) General Interest Training in a wide variety of skills, cultural, vocational and avocational, and hobbies.

iv) Recreational In 1967 the Parks and Recreation Division of the City of Calgary appointed a full-time recreational supervisor with the Adult Education Division to provide closer coordination with adult programs and activities, which is needed in view of the overlapping of General Interest and Recreational courses.

v) Special Education A growing area of programming involving cooperation with community agencies and organizations that request educational services.

vi) Saturday Morning Tutoring Tutoring classes for regular school students as well as for adults.

vii) Parent Education Courses that assist parents in understanding the programs and activities of the regular day schools.

viii) In-service training for teachers A program administered by the Division, the courses being determined by the various Divisions and Departments of the School Board.

ix) Counseling and Testing Services To assist adults in making educational decisions. (There are three part-time adult counselors and since September 1967 a full-time adult counselor as well, allowing for day-time as well as evening counseling, which is available four evenings a week, and the extension of cooperative relationships with community organizations and agencies).

x) Book rental services Allowing adults to obtain the required text books on a rental basis.

Adult supervisors in the schools

In January 1967, the Principals in schools where adult programs were extensive were asked to appoint adult supervisors to assist with registrations, receiving of fees, arranging of facilities, and generally to facilitate relationships between the Divisions and the Schools that are involved in the program.

Staff

The full-time professional administrative and clerical staff is supplemented by a considerable part-time staff which includes, in addition to the three adult counselors, 13 adult supervisors, 60 registration staff, and seven clerical supporting staff.

Trends in programs involving women

It is clearly evident from the above review of adult programs and services offered under the Calgary School Board that many of the educational needs of women have been integrated with the total program.

Among the activities of special interest in this regard is a series of ten lectures on "Family Finance and Family Living" that for several years has been carried on in cooperation with the Home Economics Association of Calgary. One series is given in the autumn term, from September to November or early December, and there is a second series that begins in January and continues through March. Each series is offered simultaneously in two schools, one on the north side of the city and one in the south side, making an annual total of four. Similar courses are provided also for women who are welfare recipients through cooperation with the Welfare Department of the City.

A "quartet" of home economists is responsible for the series; three of these women take two classes each series, and the fourth is responsible for three classes--an arrangement that allows for a degree of specialization. That this course answers a felt need is apparent from the response year by year. Most of the participants are women; some, however, are accompanied by their husbands and occasionally a husband enrolls on his own. The content of the course having been tried and tested over a period of years, the four teachers recently cooperated in writing a book about it for publication. Subjects of this eminently practical series follow this sequence:

1. Establishing goals. Money management. Setting up a family budget.

2. Nutrition and menu planning.

3. Food cost control; grocery shopping (how to get maximum value for money spent).

4. Planning and choosing a basic wardrobe--styles to suit the individual and simple accessories to make.

5. Sewing and wearing characteristics of different fabrics. Care of fabrics.

6. Time management. Leisure. A look to the future. Short- and long-range goals for the homemaker.

7. Children's spending. Credit buying. Good consumer practices.

8. Housing, shopping for appliances, household equipment and supplies.

9. Savings and investments.

10. Entertaining on a budget; analysis and critique for review.

Cooperative programs

During the year 1968-69, in cooperation with the Junior League, day-time classes in English have been offered for women of various ethnic backgrounds who have recently come to Canada, and a totally new project was established in a day-time school for girls who had been obliged because of pregnancy to drop out of regular school. Held in a church building with space planned for religious education that is not in use during the week, this program has enabled the girls to continue their studies and at the same time provides a nutritious lunch and informal discussions of how to plan for a future with added responsibilities, since most, if not all, of these young women are likely to keep their children.

Plans for the autumn of 1969 include a course in "The Politics of Education" in cooperation with the Home and School Association, and an Orientation Course for Leaders in Voluntary Organizations in cooperation with the YWCA.

Still another program, highly relevant to the changing educational scene, is an experimental project to train teacher assistants, which will be administered jointly by the Adult Education Division of the Public School Board and the Principal of a local school. The ultimate result of the plan would be a weekly pattern of instruction somewhat as follows: school in session Mondays, Tuesdays, Thursdays, and Fridays from 8:30 am to 3:30 pm. On Wednesday the session would end at noon and in the afternoon pupils would be engaged in less formally conducted cultural and educational activities under the guidance of the voluntary teachers' assistants. The training of these assistants is, in a very real sense, the essence of the plan, the success of which would depend largely upon their competence. The Junior League is committed to the program and at least one other women's organization will probably also provide some volunteers.

The training program for the teacher assistants has been outlined to include introductory meetings under Home and School auspices to inform parents and assign interested persons and parents to the Project; an orientation seminar (A Human Relations and Communication Clinic); Workshops in Arts and Crafts, Physical Education and Creative Dance, Music and Drama; a week of orientation to the local school that is involved to acquaint volunteers with staff, pupils and classroom routines.

The project will then be tested in the same school on Wednesdays between 1:30 and 3:30 p.m. for a period of one month. Then will follow a second human relations and communications clinic to evaluate classroom experience and discuss approaches and concerns. Children will then be allocated to the project according to school levels and interests (music, art, creative movement, physical education, and drama). It is estimated that 200 children, grouped in seven classes, and from 12 to 16 volunteers will be involved.

The project will be under continuing observation and evaluation. In June 1970 a report based on the observations of students, parents, volunteers, teachers, and pupils and containing recommendations regarding the future of the program will be submitted to the Superintendent of Schools and other officers concerned with the administration of public school education in Calgary.

CALGARY SCHOOL BOARD ADULT EDUCATION DIVISION
in cooperation with
THE UNIVERSITY OF CALGARY
DIVISION OF CONTINUING EDUCATION

THE CONTINUING EDUCATION OF WOMEN -- A CURRENT CONCERN

An Inaugural Seminar

> Modern Eve is a successful homemaker whose family responsibilities lessen at a much earlier age than did those of her predecessors. The earlier age of a lightened home role means that the energies and talents of these mature women may be channelled into the labor force and into the community.
>
> In exploring avenues for fulfillment outside of the home as well as inside, the mature woman enriches not only her own life but those of her family and community.
>
> Her avenues of exploration may lead to refresher courses for the up-grading of former careers; they may lead to the pursuit of new careers; to an exploration of the arts, humanities, politics, or hobbies; and they may lead to an exploration of voluntary opportunities within the community.
>
> In some cases, the avenues may be relatively clear. In other cases, the avenues may be ill-defined or road blocks may be encountered by the mature woman. What are these road blocks? What changes or modifications should be made of the retraining and educational programmes to better suit this mature woman?

These questions were the focus of a seminar co-sponsored by the Adult Education Division of the Calgary School Board and the Division of Continuing Education of The University of Calgary on March 17, 1969. The purpose of the seminar was "to suggest practical means for opening doors to the mature woman in her quest for quality," with the possibility of further development of programs in this area in the future.

An invitation to participate was extended to "any persons whose interest or work involved them with the problems of the mature woman," and notice was sent to a considerable variety of educational institutions, women's groups, service associations, business and professional associations, and government agencies, with personal invitations to the dean of women in each University, Mount Royal College, and Southern Alberta Institute of Technology, and to the women's editors of the local newspapers.

The response far exceeded expectations. What had been foreseen as a group of 50 or 60 became practically a public meeting, involving 350 people--indicative of the dimensions of interest in the subject. More remarkable than the size of the group, however, was the enthusiastic, and at the same time responsible, quality of the interest.

Elements of the program

A paper on the dilemma of the woman in today's society seeking direction to re-orient her life in middle age laid the groundwork for the day's discussions. The subject was viewed in its social context, so lacking in consensus with respect to a wholesome compromise between woman's duties and responsibilities within the family and the increasingly pressing claims of the larger community.

The dilemma was illustrated from life, drawing upon the experience of four women from various backgrounds as they were coping with the adjustments of further education in preparation for broader responsibilities in the community, either as paid workers or in a voluntary capacity. It was seen not only as "a feminine dilemma" but as a human dilemma--how to discover the meaning of personal identity in order to build relationships that accept but do not distort the similarities and the differences between man and woman and the way in which each contributes to society.

The speaker stressed the element of hope in growing acceptance of the principle of continuous learning--the possibility of continuous growth throughout life and the capacity to learn through facing the issues of living at every stage from childhood even to advanced years.

Later members of the audience became full participants in small groups to discuss pertinent aspects of the highly complex problem as it confronted them personally.

The afternoon session was given over to a panel discussion of "Options and Opportunities," in which selected individuals spoke on education for the volunteer, for the career woman and in broad fields of cultural and civic interest. There was a lively period of question and answer, with pertinent interventions from the floor; then an able summary comment by the chairman brought the day's discussion to a close.

Following the inaugural seminar

Plans are being matured for a program, again jointly sponsored by the Adult Education Division of the Calgary School Board and the Division of Continuing Education of the University of Calgary, to follow through ideas and interests that arose from the March 17 discussions. This may take the form of monthly seminars on questions that provided the focus of the inaugural seminar.

CHAPTER IV: VOLUNTARY ASSOCIATIONS

> There are two main roles within which most adult learning is accomplished . . . the role . . . as a student, the formal, institutionalized conventional role created by organized education . . . the role of a member, a less formal, less organized, less conventional group of behaviours and one certainly less associated with learning or education. Despite this fact, it is safe to argue that in the past, and in the present, and probably in the future, far more adult learning is accomplished in the member role than in the student role.[1]

The member role as a vehicle of learning for women has a long history in Canada, chiefly through organizations of their own making. It was in November 1816, three years before Queen Victoria was born, that one of the earliest women's groups was formed in this country--The Halifax Wesleyan Female Benevolent Society. The purpose of the Society was "in some small degree to relieve the wants, assuage the griefs and mitigate the suffering of many of the most destitute of our fellow creatures." This relief was "not measured by the religious need of the applicant, but was given freely to all cases of real distress."[2]

The urgent need of the time was the destitution of soldiers, sailors and prisoners of war who had been brought to Halifax following the war of 1812-14 between Great Britain and the United States.

> It may seem to many that these women of one hundred and fifty years ago were not aware of the real problem--to understand the underlying causes of the poverty that aroused their pity and to attack them. These women, however, dealt with the need of their time in the only way known to them. . .[3]

During the 19th and especially the earlier part of the 20th century, women's organizations proliferated in Canada as in most countries of the western tradition. Reasons for their founding and their particular spheres of interest range widely with social service holding high priority. Some were active in the struggle for woman's suffrage, and citizenship responsibilities are still emphasized by many of them. Some have been created to foster the well being and upgrading of women in the world of work. A substantial number are concerned with education involving their members and in many cases other groups in the community. More recently formed groups among younger women, principally students, are militant in claiming their social rights as women and in repudiating current stereotypes of women.

---

[1] Alan M. Thomas, "Studentship and Membership," The Journal of Educational Thought, I (August, 1967), 67-68.

[2] Christine MacInnes, Window on the Past - The Story of The Halifax Wesleyan Female Benevolent Society organized at Zoar Chapel, Halifax, November 5, 1816. Maritime Conference United Church Women, United Church of Canada, 1966, p. 3.

[3] Ibid. p. 11.

Nor is women's "member role" limited to groups exclusively for women. They play a large part in associations to maintain symphony orchestras, art galleries and museums, social planning councils, and welfare and educational organizations. The continuing existence of exclusively women's groups is deplored on many sides, but the fact remains that they provide a field of operation in which women may achieve a mature awareness of their dignity and capacity without which they tend to silence and withdrawal in mixed groups. Their own groups may provide a basis from which to move into meaningful participation in the community at large.

ASSOCIATION OF WOMEN ELECTORS
METROPOLITAN TORONTO

THE CONTINUING EDUCATION OF WOMEN IN CIVIC AND POLITICAL AFFAIRS

> *Much is spoken of the city of tomorrow (even that the city is obsolete)--or that because of travel speed, the planet will become the universal city of man--the ecumenopolis. However, we in AWE will endeavor to watch our city as it is and strive unceasingly for a better society therein, here and now.*[1]

In April 1938 a group of women in one of the electoral districts of Toronto called together representatives of various women's organizations to discuss the advisability of organizing on a city-wide basis in order to stimulate among women active interest in municipal government. The consensus was favorable and with this assurance the Association of Women Electors of Toronto (AWE) was formed.

The objects and policies of the Association, defined in its Constitution, are:

i) to arouse among women an active interest in Municipal Government;

ii) to encourage citizens to realize their responsibility as voters;

iii) to educate and inform citizens concerning civic affairs;

iv) to be strictly non-partisan, non-sectarian, and non-moneymaking;

v) to receive no gifts of money or services . . . if acceptance of such goods and services can in any manner be construed as tending to influence the activities or policy of the Association.

Any woman who is in sympathy with the objects and policies of the Association may become a member and may attend all its General Meetings. There is a membership fee of five dollars per year. Anyone who officially represents the Association in any way whatsoever must have been duly authorized to do so by the President, the Executive[2] or the Association.

---

[1] Words spoken by Mrs. David M. Eisen, President of the Association of Women Electors of Metropolitan Toronto, at the close of the Annual Meeting of the Association, February 13, 1968.

[2] Composed of the President; two Vice-Presidents; Recording Secretary; Corresponding Secretary; Treasurer; the immediate Past President (ex officio) and three Executive members.

Observer reports

The Association acts upon the premise that "immediate experience of government and direct exposure to its machinery and operation are essential to understanding of civic affairs." From the beginning, therefore, it was decided to have observers at all meetings of the City Council and the Board of Education. This practice was later extended to include the Board of Control and Standing Committees of the Council and, since 1956, to the Metropolitan Toronto Council and most of its committees. The Observers, who are official representatives of the Association, are appointed each year by the Executive Committee at a special meeting that is held as soon as possible after the Annual Meeting.

To cover both City and Metro councils and committees requires the continuing commitment of a formidable roster of women, and a number of "extra Observers" are named who may be called upon to deputize for anyone who is prevented from being at her post on a particular day. Each Observer is assigned to a council, board, or committee and is responsible for preparing a factual report of its proceedings. Any interested person may subscribe to these reports, which are published in mimeographed form. Over the years they have provided an accurate, unbiased record of civic business which is recognized as "the Association's most outstanding continuous service." A complete file of the reports has been kept in the library of the City Hall.

Observer reports also provide the basis from which to initiate Association study of problems that warrant investigation. When such studies have been completed, if action is indicated, submissions are made to the appropriate bodies. Then with the support of other organizations and individuals of like mind the AWE continues to press for action until its objective is achieved. Significantly, however, in the realization that it is the concerted action of many individuals and groups that produces results, the Association "refrains from claiming sole credit for any success."

Pre-election meetings

Adhering to the principle of non-partisanship, the AWE does not support any particular candidates, but prior to municipal elections it sponsors ward meetings where the public may see, hear, and question all candidates. Also in recent years, a special meeting for candidates for Mayor and Board of Control has been held centrally in the City Hall.

The AWE in community life

The quality of AWE work over the years has won for it the respect of the elected representatives and of civic departments. Its Observers are made welcome at many municipal meetings, and the various departments are helpful in answering queries and supplying information. At the same time the AWE enjoys the cooperation and assistance of other organizations with similar concern for civic improvement such as the Social Planning Council, the Bureau of Municipal Research, the Board of Trade, the Local Council of Women, and the Home and School Association.

A sampling of projects of the AWE from an historical leaflet published in 1963 to mark the 25th anniversary of its founding[1] brings to life its ways of work and suggests the wide variety of civic issues with which the Association is concerned:

Physical Education versus Cadet Corps

Shortly after the inception of the AWE the Board of Education was considering the re-establishment of cadet corps. The AWE wrote the Board suggesting that money spent on uniforms and equipment for a few might be used to greater advantage in providing a better program of physical education for all school children.

Junior Kindergartens

In 1949 the Board of Education discussed the merits of Junior Kindergartens and the need for expansion of the service. The Director of Education requested the Association, in view of its reputation for finding the facts, to make a report. Hundreds of copies of this report were printed and distributed by the Director and the recommendations of the AWE in favor of expansion were accepted.

School for Crippled Children

In 1950 the Board of Education considered building a school for crippled children in High Park. The AWE opposed the use of park land for such a purpose and suggested that the school be centrally located with easy access to the Hospital for Sick Children and that deaf children not be included. Eventually the school was built on Blythwood Road to serve the metropolitan area. At that time it included deaf children, a group which in 1961, was transferred to the new Davisville School for the Deaf.

Child health centers

Although Well-Baby Clinics and schools provided health examinations for infants and children in school, there was no provision for the pre-school child who was outside these categories. In the late 30's the AWE played a part in having this gap closed. Child health centers are now open to pre-school children, and those who are entering school for the first time may be examined in the spring and summer preceding the opening of school.

The AWE has learned from experience that services once established are not always efficiently used, often because of inadequate communication. The child health centers are a case in point. In 1966, when AWE was preparing a brief to the Mayor's "War on Poverty" Committee, they found that these public health clinics considered that they were not being used sufficiently for children between the ages of two and five years. Also, on enquiry, it was discovered that a day nursery was not aware of the available services, including the dental preventive services. The Association recommended, therefore, "that information about public health medical and dental services be available at the City's recreation centers."

---

[1] Association of Women Electors of Toronto 1938-1963. (Toronto, 1963).

Day nursery and day care centers

In the 40's the AWE participated in efforts to expand these services. After careful study the Association, in collaboration with other groups, presented a brief to City Council pointing out the need for permanent quarters for these centers, preferably built for the purpose. Several are now in operation and more are planned. Increasing demand for day care for children, especially those of working mothers, over the ensuing decades has kept this question to the fore, and the provision of more adequate services is a continuing concern of AWE.

Parks

Preservation, redevelopment, and acquisition of parkland, including green-belt areas, has had the continuing support of the AWE. Play-lots, parkettes, and the large area once known as Carson Park, have been acquired as a result of the Association's active interest and its cooperation with other groups. The AWE also requested that a parks directory be prepared and this was recently made available to the public. The Association remains on the alert to safeguard open spaces as Metropolitan Toronto grows in population and area.

Civic administration survey

In 1941 the AWE presented to the Board of Control a recommendation for a survey of civic administration by outside experts. This suggestion was ignored for many years, but the Association continued to press the point, gradually gaining public support. Eventually a survey was ordered by City Council, resulting in the Woods-Gordon Report of 1957. Many of the recommendations of this report have already been implemented, and the Association has frequently directed attention to certain of the remaining recommendations.

Extension of the municipal franchise

Studies made in 1940 and 1941 resulted in a brief which met with no results. Over the years further studies were made, including a survey of voting qualifications in 25 British, American, and Canadian cities. Finally Council capitulated to the extent of putting the question to the people. The voters approved the extension of the franchise on two occasions and the AWE followed this matter through to the Provincial Government. Although the goal had been partially achieved the Association did not relax its efforts. In 1962 it submitted a brief to the Select Committee of the Ontario Legislature on the Municipal Act and Related Acts in support of the City's brief which included, among other proposals for electoral reform, the extension to all resident citizens of the right to vote for school trustees and on all questions save money by-laws. An amendment of the Municipal Franchise Act in 1965 authorized a vote for all resident citizens "on questions upon which the opinion of the electors is to be obtained where no expenditure of funds would result from an affirmative vote," but the right to vote for school trustees is still restricted to tax-payers.

Comprehensive housing program

In 1954, as a result of the Association's rent-control study a presentation was made to the City Welfare Committee asking for a comprehensive housing program. The AWE recommendations included rehabilitation of worn-out districts, redevelopment of substandard areas in which rehabilitation measures would not be feasible, and enforcement of the minimum housing standards.

Preoccupation with housing has continued and over the past five years has been a major concern of the Association. In the autumn of 1965 AWE was requested to observe in the "Housing Court," which deals with infractions of the Housing and Building By-laws. The first report of the Observer after a six-week period during which 21 cases had been tried, highlighted the social and economic problems encountered by public officials in administering these by-laws. There were, for example, "the poor man in the poor house, these days frequently a poor immigrant without knowledge of English, totally bewildered by the new standards demanded of him; the irate landlady who demands to know if she is expected to clean up her tenants' garbage; the deserted mother and child living in a condemned basement without the possibility of alternative accommodation; ...the slum landlord with his competent legal aid, maneuvering, sometimes successfully, and always at considerable expense to the City, to evade the reasonable requirements of the law." Questions raised and suggestions made in the report were re-enforced by reference materials from Baltimore and Philadelphia explaining procedures for inspection and review in those great urban centers. Finally the AWE expressed its willingness to give further assistance in any way that it might be of service.

Continuing to keep in touch with developments, particularly in the field of urban renewal, the Association in September 1968 presented a Brief to the Housing Task Force of the Canadian Government, recommending that (1) land in land assembly projects remain available for low-cost and moderate-cost housing; (2) municipalities be encouraged to supply trunk services at an accelerated rate; (3) the present policy of selling land in land assembly projects at market value be reviewed; (4) satelite cities be developed within soundly planned regional areas; (5) the provincial Government be encouraged to accept a larger share of the cost of education and re-examine the formulas under which grants are awarded to Metropolitan Toronto. In respect to public housing policy the Brief recommended adequate provision of recreational and social services, management of projects at the local municipal level, and re-examination of rental scales, which at present are beyond the financial resources of many low-income families. Finally it was recommended that grants or long-term interest loans be provided for the rehabilitation of properties in certain renewal areas "to ensure that the small stock of housing that we have for low income people continues to remain available to them."

In February 1969, reporting to the Annual Meeting of the Association, the Housing Committee reviewed the current situation, underlining in particular, the continuing pressing need of housing for the less affluent. There was ominous warning in the Committee's reaction to the Task Force recommendation that public money be not made available for rehabilitation of housing: "Without public funds conditionally available, renewal and by-law enforcement would cause mass displacement of people living in sub-standard areas. The cost of rehabilitation of property will be beyond the financial capacity of most homeowners; they will be forced to sell, and landlords who do upgrade their property will raise rents."

Duties of official observers and their preparation

Key to the effectiveness of the AWE is the role played by its Official Observers. Their duties are precisely defined, and each new Observer is introduced to her task by the retiring Official Observer whom she replaces. All Observers must be conversant with the Constitution of the Association. They must ascertain what subjects are of special interest to the Association and those on which policy has been set and must be precisely aware of those policies. When observing for the Association they are obliged not to express to an elected representative views that are contrary to agreed policies.

The Observer works closely with her Coordinator,[1] calling the latter after meetings of the committee to which she is assigned in order to give a summary of important items; to report important matters referred to other committees of the Council; to report matters that may be of interest to the appropriate AWE standing committee[2] and to report on matters where the Association is involved. Not less than 48 hours before the regular monthly meeting, each Official Observer must telephone the Coordinator to discuss her report and the amount of time she will require to present it at the Association meeting. If she thinks the Association might wish to take action on some matter connected with her observing, after consultation with the President, she may present a suitable motion and request that time be allotted for debate at the next regular meeting.

The new Observer is advised to read reports of previous Observers to become familiar with subjects that have been considered in the past and is given practical suggestions for taking notes and organizing material. The quality of reports is often outstanding, especially if the Observer has a flair for writing. Occasionally they are presented in blank verse always, however, remaining strictly factual.

A sociological study of AWE

It is anticipated that a sociological study of the Association, authorized in March 1969, will assist in reassessment of its role and function. As related to the continuing education of women, the study will be useful not only in evaluating the methods of AWE and its social influence but also in measuring its value as a vehicle of continuing learning for its members in the realm of civic and political affairs.

---

[1] Two Coordinators are appointed, one for Metro Observers, and one for City Observers. They act as a "clearing house" for information between Observers, calling meetings from time to time. Their duties which like those of the Observers are precisely defined, include also discussion of reports with Observers, elimination of overlapping, and selection of matters of priority and urgency.

[2] Standing Committees including a Committee on Finance may be appointed by the Association; Special Committees may be appointed to undertake any work of a temporary nature.

NATIONAL COUNCIL OF JEWISH WOMEN OF CANADA
4700 BATHURST STREET
WILLOWDALE, ONTARIO

THE CONTINUING EDUCATION OF WOMEN AS VOLUNTEERS
"SCHOOL FOR CITIZEN PARTICIPATION"

The National Council of Jewish Women of Canada (NCJW) stems from an organization "dedicated to serve Faith and Humanity" that was founded in Chicago in 1893. A Toronto Council was organized in 1897, and twenty-one years later the Montreal section was formed. Additional local sections developed rapidly across the country from Montreal to Vancouver until at the present time the Council brings together thirteen local groups with a total membership of some 6,000 women. The National Council in Canada, along with eighteen similar associations in eighteen other countries, is an affiliate of the International Council of Jewish Women which was established in 1918. Objects of the Council, described in general terms are: "Promotion of welfare of all people at home and abroad through Education, Social Action, Community services and projects, Overseas Services."[1]

Responding to changing social needs over the now more than seven decades of its existence, the National Council of Jewish Women of Canada is a highly dynamic body.

> The wellspring of this organization, the characteristics which prevented us from stagnating . . . was the ability of early members to continually shape and change our program to the emerging needs of the society in which we live--our history is one of constantly moving, dynamic program . . . the real essence of voluntary participation.
>
> Above all, our . . . members were able to comprehend that being "Ladies Bountiful," while a gratifying job, was, like bustles and long skirts, charming but dated, and that they must . . . move forward to play an increasingly complex role within this land . . . [they] dropped their baskets of goodies and turned towards the larger world . . . Thus began their role as innovators.
>
> . . . the true worth of a member's participation in whatever program we are currently involved in depends on her knowledge and commitment. We believe that her commitments, her real ability to serve, are directly related to the amount of knowledge and understanding we enable her to acquire . . .
>
> The direction our organization is taking is one which increasingly focuses on community development through direct volunteer involvement in meaningful programs aimed at the development and enhancement of all people . . .

---

[1] Canada Department of Labour, Women's Bureau, A Directory of National Women's Organizations in Canada, 1968-69. (Ottawa: Queen's Printer), p.31.

> Effective volunteers are trained volunteers. As citizens we must face the challenge of the future . . . Today more than ever before, it is essential that we know our community. In order not to dissipate our efforts and our finances, we must be aware of all available resources. Knowing our community and cooperating within this community will speed our effectiveness.[1]

School for Citizen Participation

Although the School for Citizen Participation is still in its incipient stage, it is a project of so much promise that it cannot be overlooked in any review of current Canadian programs for the continuing education of women. Nationally developed and stimulated, the program to date has been implemented in seven communities across Canada: Vancouver, Calgary, Edmonton, Winnipeg, Hamilton, Toronto, and Montreal.

The chief concerns that prompted the initiation of the program are suggested in the position paper. In brief they relate to the relevancy of the role of the voluntary organization today and the need to develop new techniques that would motivate women to participate more effectively as concerned citizens who feel they can influence the direction of social change.

It had become apparent that "one major reason women do not participate more effectively is their lack of knowledge . . . [of] our political and social structure and institutions, about basic human rights, and about group process."[2] The program was designed as a "more or less formal school"--a course of from ten to twelve weeks to be worked out in cooperation with the extension division of a local university. Each local group has its own chairman with a small committee who select a suitable person as coordinator or dean of the School.

The "print-out" sent by the National Council to each School chairman contained (1) the curriculum framework i.e., a statement of the purposes and goals of the program for the NCJW, the types of topics to be dealt with, specific techniques for the various lectures, the organization of the staff, etc.; (2) a detailed curriculum with topics for each lecture, choice of techniques, evaluation process, etc.,; (3) a position paper on today's society (which is likely not to be used after this first year); an attitude questionnaire to be used before and after the course (and which will be altered as a result of the first course).

With this material as background, the local committee, usually working together with an administrator from university extension developed a series of lecture topics and arranged for speakers--social scientists, either professors or practitioners.

---

[1] Excerpts from a position paper on the National Council of Jewish Women of Canada, used in launching School for Citizen Participation in Toronto.

[2] Letter from Mozah Ziemans of Calgary, one of the chief architects of the program, to Marion Royce, April 21, 1969.

Individual sessions were planned to run from one-and-a-half to two hours, including "as much discussion as possible." A series of field visits into the community was organized in relation to the topics of discussion. These visits are regarded as so much an integral part of the School that it was hoped they might be mandatory for participants.

It should be mentioned further that in January 1968 a seminar was held for key members of each of the sections of NCJW to interpret and discuss the proposed program and train them in techniques of organizing the School. In March 1969 a second seminar involving the same people was held in order to evaluate what had been achieved during the year.

On the whole the seven School programs[1] have been very successful. Attendance remained consistent with few drop-outs. Students paid fees averaging about $20.00, and most groups had about 25 members, although a few had a larger enrollment. (Toronto, with 50 students, was one of the latter. The tuition fee in that city was $12.00 for Council members, and $17.00 for non-Council members plus, in each case, a registration fee of $3.00).

The curriculum is at present being considerably revised in preparation for further courses in 1969-70.

---

[1] See Appendix D for examples of lecture series for Toronto and Vancouver.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF CANADA
571 JARVIS STREET
TORONTO

> *Adult education in the YWCA aims at helping people to develop their capacity to live fuller lives in a world of rapid social change. It is meant to meet immediate needs and also to prepare for an unknown future. It seeks to help individuals in their pursuit of excellence and to encourage community improvement.*[1]

In the broad dimensions of these objectives 67 local associations and branches of the YWCA of Canada (in all provinces, except Prince Edward Island, and in the Yukon, and Northwest Territories) sponsor many different types of educational programs. Among the more creative and effective of these in many local centers are decentralized programs[2] in "TAB" (Take-a-Break) or "YW Neighbour" groups.

Each TAB group has at least 10 members--mothers of pre-school children and other interested homemakers who live within easy walking distance of one another. Provision is made for a nursery for the children close to where the mothers are meeting to relieve them of concern for the safety and well being of their children during group meetings. The nursery is strictly an adjunct of the TAB group, and only the children of its members are accepted.

The objective is to provide "an educational program with opportunity to follow up established interests and develop new ones."[3] The program is designed to challenge participants with the purpose of the YWCA, encourage their mental, physical, and spiritual growth and enable them to participate more meaningfully in the life of their communities.

"Did you ever feel that the winter months were slipping by and you as a housewife were slipping further and further into mental and physical lethargy--putting on the odd unnecessary pound and becoming a duller person as you went about your daily routine, within your own four walls?"[5] A meeting in a neighbor's home bringing together a dozen or so women in a similar state of mind to hear about TAB programs was the beginning of such a group in a suburb of Toronto. First the group must find a meeting place, arrange for the care of their preschool children and make decisions regarding fees, leadership, and program. The result:

---

[1] Dorothea E. Woods, Adult Education in the YWCA (Geneva, Switzerland: World YWCA, 1966), p. 5.

[2] Units of program carried on in one or more places (home, schools, churches, community centers, housing projects, and so on) outside the main building of the YWCA.

[3] "Objectives of TAB or YW Neighbours" What is TAB or YW Neighbours? A statement from the YWCA of Canada.

[4] The purpose of the YWCA "shall be to build a fellowship of women and girls devoted to the task of realizing in our common life the ideals of personal and social living to which we are committed by our faith as Christians . . . "

[5] Helen Morrison, "T.A.B. Toronto Township Style," The Journal, YWCA of Canada (May 1960), pp. 24-25.

> A group of 15 women meet every Wednesday morning from 10:00 to 11:45 in the recreation rooms available among the membership. The children are taken care of by a baby-sitter in yet another recreation room. Both mothers and children enjoy a change of scene from week to week as we progress from one home to another. A charge of 35 cents a week covers the cost of coffee for the adults, and cookies for the children, and baby-sitter fees.
> . . . The first half-hour of each Wednesday period is devoted to physical exercise in some form. Exercises to records have been the pattern for the winter months. (These were led occasionally by a member of the group who had been trained as a physiotherapist). Coffee and chit-chat occupy the time from 10:30 to 10:45, when members are ready for serious discussion. For ten weeks . . . "Aging in this Modern World" was our topic . . . one of the worth while developments was that our members became aware of the need for some form of recreational activity for older members of our community. Several . . . more senior citizens were invited to attend our meetings. As a result a few of the older women . . . formed a group of their own. They are taking "Canada" as the theme of their discussions and there continues to be a good deal of mutual interest . . . between the two groups.[1]

Throughout the year a YWCA staff member was available for consultation, and as a result of conversation with visitors whom she brought to the group, it was decided that the next year's program would focus on a study of one of these subjects: Canada's Immigration Policy, Relations between Eastern and Western Nations, or Developments in the Caribbean Area. Meanwhile for the remaining weeks until the end of May, the group engaged in reading several of Shakespeare's plays. "It is surprising what feeling we can put into the immortal lines standing in our slacks on the basement floor!"[2]

Climax of the year's program was a visit to the Stratford Festival to see one of the plays the group had read; members of the senior group were invited to join the expedition.

Reflecting the environment of a prosperous middle class suburb, this group is by no means typical of TAB or YW Neighbour groups as they exist in diverse communities across Canada. The program pattern is typical, however, the content varying according to the interests and outlook of the members and deepening and expanding with the growing experience of the group.

---

[1] Ibid.

[2] Ibid.

The YWCA provides the group leader, who may be a member of paid staff (usually part-time) or a volunteer. Each leader receives in-service training and, in the course of her work with the group, is in continuing consultation with a YWCA program supervisor. Leaders have differing educational backgrounds and a variety of skills. "The indispensable condition is that each be a committed, responsible person who has an understanding of the YWCA purpose, of people, and of the place of group life in individual development. She should be able to create a friendly atmosphere."[1]

Not many homes can accommodate a group, and it is usually necessary to find a suitable meeting place such as a community center or a church hall. Each group must also have its own nursery supervisor and adhere to minimum standards of program for the children.

The group with its leader plans its own program which may include discussions, speakers, tapes, films, demonstrations, expeditions, crafts, exercises, etc., depending upon the interests and wishes of the members. It is understood, however, that the program shall "provide opportunity for self-development and self-expression" and be more than something to keep the women busy.[2] The main concern is what happens to the participants of the group, not the activity in itself.[3] A teacher of skills, such as crafts or physical education, who is brought in should be competent to teach and at the same time responsive to other interests and needs of individuals that may be met through the group program.

In the autumn of 1968 three students in a course in Community Education and Development in the Department of Adult Education of The Ontario Institute for Studies in Education arranged with the Metropolitan YWCA of Toronto to undertake a "study of TAB groups and their contribution to the continuing education of women, . . . as fulfilling a viable function of a community development project." The premise on which they chose this study to fulfill one of the requirements of the courses was, in their own words:

> We envisaged the role which the TAB groups and the YWCA are playing in the continuing education of women as a meaningful and valuable contribution to the development of the community. When one considers the agonizing dichotomy of roles which bewilders and paralyzes many women today, it becomes blatantly evident that a need exists for some institution, some organization to assist women in re-orienting themselves and in establishing some equilibrium in our semi-emancipated roles.[4]

---

[1] YWCA of Canada, Essential Conditions for Achieving the Purpose of the YWCA (Toronto, 1961).

[2] Metropolitan Toronto YWCA, Program Priorities Paper (Toronto, 1964).

[3] Metropolitan Toronto YWCA, Principles Underlying the Nature and Method of Work in the YWCA of Metropolitan Toronto (Toronto, 1960).

[4] Doreen Huyer, Judith Probst, and Edith Storr, "TAB" Groups Educating the Woman for the Community, 1968 (The unpublished report of the study, generously put at the disposal of the author of this report.)

Pressure of time prevented a long-term study, but the three students visited and observed eight different groups in the West Toronto Area of the Metropolitan YWCA, spending with them a total of 40 hours. Seven of the groups they met only once to get acquainted, explain their study, and invite the members to complete a questionnaire they had prepared. The eighth group they visited for six consecutive weeks "to penetrate beyond the superficial observations of a single visit in order to define a group process and development."

Seven of the groups met in premises belonging to churches (three United, two Anglican, and one Roman Catholic) in which facilities varied from the most exemplary, including a model nursery, to poorly kept and inadequate meeting rooms; one met in a local branch of the YWCA an ancient structure but with a large, comfortable room, the furniture upholstered and relaxing, the table long and amenable to crafts, a large gymnasium and a nursery equipped with toys and wheel goods for the children. The eighth group, comprised of women living in a public housing project, met in the homes of the members, using the basement of one of the homes as a nursery.

The physical condition of the meeting place undoubtedly was an important factor in the life of each group; yet the students found the group process "highly and successfully developed" in the one that met in the homes in the housing project. The women were "generous with their home materials and equipment," and there was no complaint, although "three did, in fact, suggest on the questionnaire that the facilities could be improved by finding more space."

> The interaction was reinforcing, supportive, and understanding. Kelly's Mongoloid son was accepted and entertained by everyone. With an unusually high tolerance the women sympathized with Norma week after week for the bruise on her leg. No one badgered Edith who had had all her teeth extracted in order to lose weight. The considerable cohesion of the group permitted a wide range of deviation--no one was ostracized for not being punctual, nor were the members obliged to participate in all activities. Some did prefer to linger in the kitchen rather than exercise . . .[1]

Commenting on the absence of dyads and triads, the students add, "the group functioned as a total group."

> The high level of communication meant that members did not talk to be heard; nor did they utilize the TAB to discuss their personal problems.

In explanation of the extraordinary sensitivity of the group they have suggested two factors:

> Living in such close proximity, they [the women] do not need to utilize the TAB as a personal catharsis. The understanding ear will not disappear at the end of the two-hour meeting. A second explanation is that the felt needs of the women are so strong that they have overcome their difficulties simply to survive as a group. For instance, when there was no leader available from the YWCA this group perpetuated itself.

---

[1] *Ibid.*

The current leader, a volunteer worker, the students regarded as "a perfect choice for this particular group." They describe her approach as "non-directive, unassertive, and unstructured," adding that "she is not chic, made-up, meticulous and sophisticated and lacks most of the middle class veneer . . ."

> The women responded to this leadership with respect and appreciation. So secure were they that they did not feel compelled to comply with her [the leader's] suggestions. . . She provided her TAB group with the opportunity to develop and grow, to view a large world and a broader society and to reinforce or modify their behavior.

Each group was in itself distinctive, but it may not be irrelevant that the two in which group development was most difficult diverged from the accepted definition of a TAB group as consisting of at least ten members living within walking distance of one another. The membership of one of these in a second generation ethnic community fluctuated considerably, and there were fewer than ten at any one time. The students described the group as restrained and passive. One felt as though the members represented the forgotten woman--so narrow their outlook, so quiet and accepting. Even so it was considered important that the group should continue regardless of numbers. The leader had arranged several trips to other parts of the city.

> Perhaps these jaunts will provide the stimulus to these women to navigate out of the neighborhood on their own . . . Crafts are deliberately de-emphasized here, because the leader feels that they are too much like housework . . . the need the leader has recognized is . . . reawakening and stimulation.[1]

The other was a group whose meeting place was a church "near a low dividend housing area, many low-income high rise apartments, and recently built mass-constructed, small-unit subdivisions." The YWCA had found it impossible to locate premises convenient to its TAB members "because even the churches are at present utilizing the schools, so new is the neighborhood." As a result the TAB members, many of whom lived at considerable distance from the church, had to travel a long way by an infrequent bus service to attend the one available TAB group. The result was a heterogeneous membership representing a considerable range of ages, with a tendency to isolate themselves geographically.

> The communication within the group was minimal, many evidencing greater willingness to talk to us than to each other. The members were unsupportive; two people (in the craft class) working on an identical flower pattern were seated at opposite ends of the table and made no attempt whatsoever to collaborate.

To be sure, the students were meeting this group early in the program year. A later visit might have brought to light many changes in attitudes. Of the leader of the group they have written:

---

[1] Ibid.

> She was not trying to force them [the women] to develop interpersonal relationships, nor to control their pace. She did not direct, administer, or maintain close watch over what they were doing. Only when requested did she explain technique . . . she was definitely attempting to satisfy some of their needs, providing a ray of sunshine in a frigid atmosphere.

In conclusion the three students write somewhat apologetically of their comparatively limited observation of the groups, many of whose members "were attending for the first time and had not yet found out what TAB was all about." Further they add:

> We would like to see the groups used more than we observed for the dissemination of information about and the discussion of such topics as consumer education, credit buying, family planning, air pollution, world famine, to mention a few. It may be as the program progresses that some of these topics will be discussed. We think the members could be more encouraged to move out by doing research themselves for discussions.

In order to follow through on the developments of at least one of these TAB programs during the rest of the year, the author of this report got in touch with the leader of the group in the housing project. She learned that later in the autumn the women had elected to do a ten-week study in the field of family-life education. The YWCA provided a well qualified person as a resource, and films were used extensively. It had been of no little interest for the resource leader to learn that every woman in the group had had a happy childhood, secure within her own family, often despite a low income and the need to do without things that many other people possessed. She had noted this fact especially, in view of their spontaneous cooperation and generous sharing of personal resources on behalf of the group. In this respect they were in marked contrast to some other YWCA groups with whom she had worked in family-life education, where the women had been reluctant to enter into group activities and had been found to come from broken homes.

Still another project of the group had been to organize a consumer "co-op." This action had grown out of a chance remark made by a home economist who had come to the group to discuss and demonstrate sewing skills. The "co-op" members now meet once a month and arrange for group marketing. They buy various commodities--particularly foods--in quantity from wholesale outlets; one person does the marketing, the produce is delivered and each member collects her order.

To round out the year's program they decided to have an international dinner which was held in the home of a member who has a large family and, therefore, a larger house than the others. Dishes of various nationalities--Chinese, Indian, Italian, prepared by members of the group from those countries, were served. They had invited members of various church groups to which they belong and to the Central YWCA, and 40 people responded. The money earned from the dinner was contributed to YWCA World Service (a mutual service among YWCA's of the world which is administered through the World YWCA; it includes schools and group work with refugees in the Middle East, Africa, and Vietnam and leadership assistance to new YWCA's in developing countries of various continents).

Several members of the group spent a day at the National YWCA Convention held in Hamilton in May and afterward arranged an evening meeting to review their experience and learnings from the family-life education course for a Convention visitor from The Netherlands, who is responsible for family-life education in the YWCA in that country.

CHAPTER V: PROGRAMS OF PROFESSIONAL EDUCATION

Waste of the potential of the mature woman has become a familiar dirge. Nevertheless, it still must be intoned. Meanwhile, however, programs are being developed here and there that open up new careers for women "after thirty," provide for the updating of dormant skills, or improve performance on the job.

CENTENNIAL COLLEGE
SCARBOROUGH, ONTARIO

THE CONTINUING EDUCATION OF WOMEN IN A SPECIAL PROGRAM "A CHALLENGE TO CHANGE"

"A Challenge to Change" was a special program for women sponsored by the Applied Arts and Technology Branch of the Ontario Department of Education in cooperation with the Continuing Education Division of Centennial College from January 28 to April 8, 1969. The content of the program was designed to help women of all ages, educational background, and work experience to gain the knowledge and confidence necessary to return to education or employment. Seminars were arranged in a series of two-hour sessions held on Tuesday mornings except for the final one which was scheduled in the evening to make possible a sharing of views with the husbands of the participants.

The topics of discussion included: Stages in a Woman's Life; Discovering the Real You; Hazards of Living a Double Life; Women in Science and Technology; Surveying Educational Opportunities; Women in Service Careers; Women in the Arts, Business and Communications; Women in the Labour Force (facts and figures); Applying for a Job; and a period in which an employer spoke to the group. "Airing and sharing views" in the final session, the participants and their husbands met together during the first hour and separately during the remainder of the session, the men with a professor of adult education and the women under the leadership of the program coordinator for an evaluation of the program. In addition to the seminars the program included a special orientation visit to the offices of the Scarborough Board of Education.

There was enthusiastic response to the announcement of the program, but the enrollment was limited to twenty-four persons in order to facilitate participation in the discussions. During the week previous to the opening date a meeting of all group leaders was convened so that they might get to know one another, share ideas and coordinate the program to ensure flow from one session to the next. At this meeting the coordinator of the program presented some basic information about the applicants who had been accepted, which had been tabulated from application forms. These data enabled the leaders to anticipate the composition of the group.

More than half were over 40 years of age, one of whom was past 50; the youngest were in the range of 30 to 35 years and several were between 35 and 40. Levels of education varied from Grade 9 to Grade 13, the largest number having completed Grade 12. One had "sixth form" in the United Kingdom. Of the quarter of the group who had Grade 13 standing, all but one had had further vocational training, two in nursing, one at a Teachers' College; one had taken a commercial course and one had her certificate in dental nursing.

For the most part the women's experience in employment had been considerably in the past. Only five had been last employed in the 1960's; 10 in the 1950's and five in the 1940's; one had not worked outside her home since 1937 (the remaining three had not given the date of their last employment). Chiefly they had been engaged in clerical jobs, in some cases of several types, and a few had changed to other fields, for example, one who had had a clerical post had later taken up the sale of real estate. The dental nurse had worked at her profession for four years until 1956, and one of the teachers likewise had taught for four years, withdrawing in 1955. Neither of these latter had had any other experience in paid work. One of the two nurses had followed her profession for 10 years but had not been employed since 1947. The other had worked as a nurse for six years, but, when last employed in 1968, she had been in personnel work, having previously had several years of experience as a sales representative.

All of the women had children of school age; six had "pre-schoolers" and five "post-schoolers" as well. One mother of six had four children in school, one "pre-schooler" and one child no longer in school. There were two families of five children, seven of four, six with three children, five with two and three with only one.

Their comments in anticipation of the course revealed almost unanimous interest in returning to employment. Most were vague, however, about "opportunities and direction," and almost all wanted to attempt something different from what they had done previously. Some expressed misgivings about the attitude of employers when confronted by an older woman as applicant. Some were hoping to get information about opportunities for part-time work. One woman wanted to find out about available correspondence courses, hoping that to upgrade her education would give her greater confidence in returning to the labor market. Most, also, were seeking self-improvement and some understanding of the changing world in which their children were growing up and in which they themselves were personally groping for meaning.

Individual evaluations of the program by group members, using a carefully prepared questionnaire to be returned anonymously[1] by mail brought responses with significant implications for the planning of any similar series in the future.

All but one member of the group had felt free to take part in discussion. Most attributed this ease of communication to the open, friendly atmosphere of the group in which everyone was willing to listen to the others. Yet several mentioned difficulties, for example, "women who talk too much," "lack of sufficient time," "fear of being disloyal to family"; the one who had been uncomfortable attributed her reluctance to join in to "personal inhibitions."

Some suggested that "counseling in depth" should have been available, but there were others who said that they felt no need of counseling. Several expressed need for more specific advice from people in business and education, and some would have liked, about half way through the course, to have visited a Canada Manpower Center or the Women's Bureau of the Ontario Department of Labour, which has a counseling service for women.

By no means all had made definite plans as a result of the seminar. All but one, however, said they were interested in further education; similarly, with one exception, they claimed to be interested in employment now or later, preferably beginning part time with summers free. Those who definitely planned for further education included one who had decided on a course in Early Childhood Education offered at Centennial College; another would take a secretarial course at an adult retraining center, while two were going to work toward a university degree. Others, not yet decided, were considering upgrading of office skills and various community college courses. One was taking a job immediately, and another would start to work in September. One was interested in employment as a companion in service for senior citizens and one in work with children.

---

[1] Several women signed their replies.

As for the use of reference materials, without exception they had made use of what had been available in the seminar room, and by far the majority had used material distributed during the sessions. A considerable number had made use of the College library, but several had not done so. Books or articles referred to by the speakers had been read by more of the women than had used the library.

A question about the reaction of their families to their taking the course brought interesting response. Most indicated a supportive attitude, but there were also such comments as the following: "not ready to let Mom return to work"; "my husband knows I am happy if I am involved in something mentally stimulating and encourages activities of this sort"; "husband not keen but children interested, oldest son paid my fee"; "no objection to me going back to work, if I would not put my husband in a higher income tax bracket"; "my husband is not convinced that I really want to go back to work, but I want to do something interesting and challenging, and since being out of the home costs money, including baby-sitting fees, a paid job seems to be the answer."

Asked for suggestions as to how the course might have been made more helpful, several said they would have liked to have a session to get acquainted and learn from each other or to follow up on the topic of the day. Other typical suggestions were: more opportunity for discussion with group leaders; more individual counseling and testing (one person); more opportunity to learn about volunteer training and requirements; buzz sessions; a more down-to-earth approach to the business world.

Most illuminating were their comments on individual sessions in reply to two questions: What did you expect from the talk? and What did you receive? Excerpts from one of the most thoughtful replies brought to light perceptive qualities of expectation and response.

In most cases this woman seemed to have expected categorical information and had come away viewing almost every subject in wider dimensions. For example, from the first session, "Stages in a Woman's Life," she had expected "A set program of procedure from birth to death on how to move smoothly from one stage to another." What she had received she decribed as: "The realization that each woman is an individual. Her situation is unique in that her problems, ambitions, talents, and aspirations are entirely different from those of anyone else, and she must evaluate her own aims in order to realize her maximum potential."

In the session on "Hazards of a Double Life," she had anticipated that she would learn "what to expect from the results of having made the decision to move into the labor force or into community work." What she had received was "a clear picture of the most important hazards facing a woman planning to return to paid or full-time volunteer work." She had added: "I think the women here are sort of pioneers in this back-to-work era. Although the decision to leave home and return to the labor force raises many problems now, I feel that our daughters and younger women will find it increasingly easy to do so, if they are educated early enough to realize that home-making and child-raising are but one phase in a lifetime of interesting undertakings."

In the session on "Women in Service Careers" she had been grateful for "encouraging discussion regarding the importance of women in volunteer work, as well as in service occupations in the business and professional world."

She had expected the session on "Women in Science and Technology" to be "a dry run-down of mediocre jobs available to women in a closed society" and had been given "an exciting peek into the future of women in this highly technological field." There follows enthusiastic comment on the speaker who had kept the group "spellbound with his McLuhan-like presentation of the role women will play in an increasingly computerized society . . . he feels that only the presence of women in the 'software' aspect of the future computer age will prevent utter chaos . . . He is a dynamic, knowledgable speaker and really is 'on our side.'"

From various other sessions she had concluded that there was urgent need for research on the development of the talents of the mature woman and in the area of continuing education during the stay-at-home years. In respect to the latter she raises some pertinent questions: "Is educational TV an answer?" "How about certification for the acquired knowledge?" "Who pays for what?"

In a final summary she added: "I am glad I had the opportunity to participate in this course. If it has done nothing else it has given insight into a future that is constantly changing and what we have been trained for yesterday may not even be in existence tomorrow. Change is the only constant thing and I think we cannot be complacent about our education system. Avocations are needed more now than ever. Work should be redefined. Perhaps the word will disappear from our vocabulary entirely."

ONTARIO DEPARTMENT OF EDUCATION
TEACHER EDUCATION BRANCH

AN INTERNSHIP PROGRAM FOR THE TRAINING OF ELEMENTARY SCHOOL TEACHERS

An internship plan for the training of elementary school teachers was introduced by the Department of Education in 1966 to draw into the teaching profession men and women university graduates whose personal attributes and experience would enable them to make a worthy contribution to the profession, at the same time allaying shortages of trained and competent teachers.

Candidates must have an acceptable university degree plus a year of post-graduate study or, lacking the latter, a minimum age of 25 years. No upper age level is specified.

The internship plan includes: (i) at least 20 consecutive days of supervised classroom experience during the months of May and June; (ii) a six-week summer session with classes in Educational Psychology, School Management, General Methodology, and English; (iii) further classroom orientation, September through December; (iv) practice teaching on a regular basis, January through June; (v) a second summer session devoted to instruction in History and Philosophy of Education, English, General Methodology, and Methods in Special Subjects.

On successful completion of final examinations, interns are granted interim certificates. Two additional years of teaching are required for permanent certification.

At the end of the summer of 1967 there had been 50 graduates from the program--the only ones to date. Fifty-three interns began in the spring of 1967; in 1968 there were 64, and 88 entered in 1969.

While the program is subsidized by the provincial department, the greater part of the cost is borne by local boards of education who pay the intern a monthly stipend during the periods of orientation and practice teaching. In the first year of operation, nine local boards sponsored interns; in 1967-68 there were eleven participating boards; thirteen entered candidates for 1968-69. In 1969, following amalgamation of local boards, ten county boards are sponsoring candidates.

Some boards have found the cost prohibitive. The North York Board of Education, which has participated throughout, estimates its cost per intern as $2,300 toward which the Province pays $500. This is considerably less than the sum underwritten by the Province for students at the Ontario College of Education, which is $2,000, and at Teachers' Colleges, where the per capita grant is $1,000.

For further information, write to the Director, Teacher Education Branch, Department of Education, 44 Eglinton Avenue West, Toronto, Ontario.

SOME UPGRADING AND UPDATING PROGRAMS IN VARIOUS FIELDS OF WORK

Administrative assistants and private secretaries

The Association of Administrative Assistants presents through the University of Toronto, Division of Extension, a six-subject correspondence course with written examinations set by the University and a certificate awarded by the Association.[1]

Business executives

In 1962 the Toronto Branch of the Canadian Federation of Business Women's Clubs organized and underwrote a one-week residential course in business management for women, known as The Arts of Management[2] Conference. So successful was this venture that a similar course has been offered each year since that time.

The program is designed for women who are seeking to develop their managerial talents and to define the relationship between responsibility and function. Structured to stress the need for adaptability in a changing society, it teaches basic management principles, with emphasis on decision-making, communication, motivation, and long-range planning.[3]

The project was undertaken because of the lack of opportunities for women to participate in advanced management training in Canada. To date close to 300 women from various parts of the country and some from outside Canada have participated in its annual sessions. The objectives as stated in the announcement of the 1969 Conference are:

i) To stretch the minds and raise the sights of the delegates.

ii) To emphasize the Arts of Management common to all business organizations rather than to teach specific skills.

iii) To introduce the delegates to enough subjects where the Arts are applied so that they will undertake further study in more specialized courses.

iv) To introduce the delegates to new and improved means of self-expression for better business communication.

v) To enable the delegates to relate their own jobs to the objectives of their companies and to help them recognize the significance of their companies or organizations in the economy generally.

---

[1] This program is described in the section on programs carried on by University Extension departments.

[2] "Ability to take greater responsibility, to make decisions, to make the best use of experts, to organize, delegate and supervise, and to differ objectively." (Announcement folder of the 1969 Conference).

[3] See Appendix G for the outline of a typical program.

Hospital personnel (paid)

The Ontario Hospital Association sponsors or co-sponsors with allied agencies, educational programs for paid personnel of hospitals and related institutions. In one year about 3,600 people take advantage of these opportunities to increase their competence on the job. Women tend to predominate because many of the occupations included are traditional fields of work for women.

These projects take the form of institutes or conferences of from one to four or five days in length. Programs are planned in cooperation with the relevant professional or other health agency. For example, institutes for dietitians are jointly sponsored by the Ontario Dietetic Association; for medical records personnel the co-sponsor is the Ontario Association of Medical Record Librarians.

Practically all aspects of hospital and health services receive attention: Nursing Home Care; Personnel Administration, Basic Computer Concepts as applied to hospitals, Medical Technology, Infection Control, Hospital Housekeeping, Social Work in Hospitals, Hospital Pharmacy, and so on.

The number of registrants for an institute varies according to the subject; many attract more than 100 persons, others are smaller.

Hospital volunteers

The Ontario Hospital Association and The Women's Hospital Auxiliaries Association co-sponsor projects for the training of hospital volunteers in various centers throughout the Province. Registrants pay a fee which varies with the type of training project--a one-day conference or an institute on volunteer services in hospitals which may extend to three days.

Programs are designed for directors of volunteers, representatives from boards of trustees, hospital personnel concerned with executive responsibility as it applies to hospital auxiliaries and persons already in or about to assume executive positions in auxiliaries. Certificates are awarded at the conclusion of each institute. Since 1961 well over 500 volunteers, mostly women, have participated in this type of training.

Nurses

To cope with shortages of trained nurses in Metropolitan Toronto and the surrounding areas, refresher programs for trained nurses out of practice have been organized under various auspices widely throughout Canada in recent years. A pilot project co-sponsored by The Registered Nurses' Association of Ontario (RNAO), The Ontario Hospital Association, and the Ontario Hospital Services Commission in 1967-68 is an informative example. The main objective of the program was "to recruit inactive nurses back to bedside nursing." A survey based on a mailing to 19,000 registered nurses residing in Metropolitan Toronto and adjoining areas was made in October 1967 to determine the likely response to refresher courses and to document factors that influence the return of inactive married nurses to their profession. The response was tempered by the frequency of such comments as the need for suitable day care centers for children; the problem of income tax; the low daily rate of pay for part-time nursing and the need for flexibility in hours of work for part-time nurses with children.

The program began October 31, 1967 and continued through nine courses each of six weeks' (144 hours) duration, the last one beginning on October 29, 1968. Each course included lectures, group discussions, films, and field trips, with clinical experience in participating hospitals taking up about half of the time. The total enrollment for the period from October 31, 1967 to September 17, 1968 was 277. The highest enrollment in any one course was 55, and the lowest 19, with an average of between 34 and 35. There were seven withdrawals. In addition a class of 47 students in London took similar training in the spring of 1969.

The RNAO carried responsibility for the teaching, which to a considerable extent was done by part-time staff with varied nursing backgrounds. For example, there was a teacher in a school of nursing, a head nurse, a staff nurse in public health nursing, a nursing supervisor in staff education. The over-all program, however, including course content, was agreed upon in cooperation with the two co-sponsors, the Ontario Hospital Services Commission and the Ontario Hospital Association and also the participating hospitals.

Individual conseling was provided by a member of the teaching staff when a candidate was accepted and was available on request throughout the course. In addition, time was devoted to discussion of employment opportunities, continuing education for nurses, and trends in nursing education. Library service of a high order was provided for the students.

A report evaluating this project will be published in August 1969.

Physicians

Early in 1968 the Division of Postgraduate Medical Education of the University of Toronto offered a special three-week refresher course for women physicians who had graduated at least five and not more than 20 years ago and were not in practice.

The original proposal was put forward by the Toronto Branch of the Federation of Medical Women as a result of a survey made by the National Federation in 1966 which had indicated substantial interest on the part of such women in renewing their professional competence.

It was agreed that 15 physicians might constitute a class, but the response was greater than anticipated, and 27 women completed the program which was designed to bring them up to date with advances in surgery, medicine, obstetrics, gynecology and pediatrics of special interest to the general practitioner.

The Ontario Department of Health made available bursaries of $200 to assist participants in meeting living costs in Toronto or other expenses such as baby-sitting.

A follow-up questionnaire has been sent by the Federation of Medical Women to participants in the course asking for individual evaluations of content and organization and enquiring whether there have been any changes in their medical careers as a result of the experience. Future plans for the continuing education of medical women, of whom there are considerable numbers not in practice in the Metropolitan Area of Toronto alone, will be based on the findings of the survey.

The University of Toronto Division of Postgraduate Medical Education has expressed willingness to proceed with further courses, if requested by the professional organization to do so.

Women in petroleum and allied industries

Desk and Derrick Clubs in Calgary, Edmonton, Regina, Toronto, Vancouver, and Winnipeg, which are affiliates of The Association of Desk and Derrick Clubs of North America, conduct programs for the continuing education of their members to enable them to achieve "a clearer understanding of the industry which they serve, to the end that the enlightenment gained thereby may increase their interest and enlarge their scope of service." Typical programs deal with Pollution (air and water); Operation of pipelines; Tankers, trucks and service stations, and Heating homes and industrial plants.[1]

---

[1] Information supplied by the President of the Desk and Derrick Club of Vancouver.

QUO VADIS SCHOOL OF NURSING
160 SHERWAY DRIVE
ETOBICOKE, ONTARIO

PIONEERING IN THE CONTINUING EDUCATION OF WOMEN

The Quo Vadis School of Nursing, established in 1964, offers a two-year program which prepares candidates to write the examinations of the College of Nurses of Ontario and to qualify as professional Registered Nurses.

The School is independent and non-sectarian, with authority and responsibility vested in a Board of Directors. It is financially supported by the Ontario Hospital Services Commission.

The unique feature of the School is its policy of accepting only mature students--those who are over 30 and under 50 years of age--who have academic qualifications for admission to schools of nursing in Ontario, who have satisfied an Admissions Committee that they are personally suitable, and who have made adequate plans to undertake the program.[1]

"There is an exciting new nurses' training program for older women up in Canada. It is called the Quo Vadis School. Do any of you know about it?" The speaker was a specialist in education in the health sciences from one of the southern states of the United States. She was one of a small group discussing programs for the continuing education of women at a conference in Philadelphia. The question being in her mind a rhetorical one, she launched into enthusiastic description of the new program, unaware of the chauvinistic pride bursting the chest of the only Canadian in the group. When the narrative had ended the latter, unable to resist comment, remarked, "I'm a Canadian. I've heard of this program. Actually I'm a member of the Quo Vadis Corporation and I do agree that it is a really exciting project--a unique example of pioneering in the continuing education of women."

The Quo Vadis School of Nursing is exciting, not only for what it is, though in itself it is an innovation in education. It is exciting also and particularly meaningful because of the program of research which from the beginning has been incorporated into its planning and development. Brought into being as a result of imaginative planning in face of a serious shortage of nurses and the urgent need for additional facilities for their preparation, it was seen as "a new venture in nursing education which would not only draw upon a hitherto untapped source of students for the nursing profession, but would also demonstrate a new approach to retraining older persons. . . ." Precisely because it was both new and different, research and evaluation were recognized as "vital and continuing aspects of the School."

---

[1] Catherine D. McLean, "The Quo Vadis School of Nursing." (Unpublished Report of the Research Program, 1964-1969). Except where otherwise indicated, data and quotations in the text have been taken from this Report.

When the School was established, therefore, a coordinator of research and counseling was appointed who, working with the Director, would organize the research program and a curriculum planning seminar, develop procedural systems and selection procedures, interview all prospective candidates and carry out a public relations function. Consultants from the Department of Sociology of the University of Toronto assisted in the development of research activities.

The initial goals inherent in the research design were threefold: (a) to assess the recruitment potential for the school; (b) to assess the teaching and counseling methods appropriate to a School of Nursing for adults; (c) to assess the work performance of the graduates.

Response to this new opportunity for professional training was so immediate and enthusiastic that assessment of recruiting potential was unnecessary almost from the beginning. The emphasis in research was altered, therefore, to attempt to identify the type of candidate who should be given preference in selection--i.e., those "most likely to succeed both as undergraduates and as graduates." Then, because of difficulties of adjustment that some students were facing, it was decided that assessment of methods of teaching and counseling should be focused upon "identification of such difficulties, their source and ways of alleviating them." Except for these changes in emphasis, the original goals of the research program still stand. The methods of this research[1] and its result applied in the life and work of the School have significant implications for the broad field of adult education.

A school for adults

The emphases in the research program reflect the pioneering nature of the Quo Vadis School as an adult program in nursing education. From the beginning it was recognized that, while the School's curriculum must meet the requirements laid down by the College of Nurses of Ontario, it would require adaptation and adjustment to the needs of adults. As a basis to build upon, therefore, certain assumptions were accepted with respect to adult students and ways in which they are different from younger students.

i) Adults have important responsibilities which will frequently take precedence over their training.

ii) Adult students are more highly motivated; . . . eliminating the need to persuade them to do their assignments, attend class regularly, and so on.

iii) Adults probably have more fixed opinions and attitudes.

The program should be planned in clear stages and students should be involved in appraising their progress.

---

[1] Catherine D. McLean, A Report on the Establishment of the Quo Vadis School of Nursing and the Selection of the First Class of Students. Toronto, 1964, p. 2.

Some students may fit too well into old patterns of regimentation and regulation. This reaction should be viewed as undesirable.

Adults are more sensible to criticism and particularly if it is given in front of others; care should be taken to be tactful and as private as possible.

Candidates for the Quo Vadis School of Nursing

Applications and enrollments As of December 1968 there had been 3880 inquiries about the Quo Vadis program; of these 948, including seven men,[1] had made formal application. Including the class entering in 1968, a total of 203 students, of whom four were men, have been enrolled in the School, and 439 persons had participated in the selection program.

Age The average ages of both candidates and students has been about 41 years. Exceptions to the policy limiting enrollment to candidates over 30 and under 50 years of age are made only by special permission of the Board.

Marital status About half the candidates are married women who live with their husbands and approximately 28 percent are single women, including members of religious communities. Others are widowed, divorced or separated. A preliminary analysis of data suggests a recent increase in the number of candidates who, at the time of application, are or have been married but who are not living with their husbands.

Employment Only about three percent of candidates have never been employed, and some 75 percent were working--mostly full-time--at the time of application. Of those who have worked about half have been employed in the health field, generally as nursing assistants of one kind or another. Recent data, however, suggest a decrease in the numbers who have been so employed, and at the same time an increase in the number who have had some experience as volunteers in hospitals and health agencies.

Education Since Grade 12 is required for admission to the School, not surprisingly most candidates are high school graduates. Some, but not a growing number, have acquired higher levels of education. A number have had some previous education and training in nursing, particularly as Registered Nursing Assistants.

Birthplace, Citizenship and Place of Residence Most of the applicants are Canadians, either by birth or naturalization; a considerable proportion are foreign born, most of them having come from the United Kingdom or various countries of Europe. The majority are residents of Ontario, particularly the Metropolitan Toronto Area. However, the growing reputation of the School outside Canada has resulted in an increase in applications from the United States and other countries. Inquiries are received from institutions as well as individuals, for at the present time there is no comparable school anywhere--doubtless the reason for such enthusiastic interest as expressed by the person quoted at the beginning of this article.

---

[1] While no special effort has been made to recruit men (except for the School's first year when, because of administrative problems, male applicants were not accepted), their applications have received the same consideration as those of women.

Family background About 24 percent of applicants come from families in which the father's occupation was in the skilled or semi-skilled category. A relatively high proportion--12 percent--have a farming background; the remainder are fairly evenly divided among categories such as professional, proprietor and clerical with smaller proportions from the managerial and unskilled. While data are incomplete on whether mothers of applicants had worked outside the home, there is evidence to suggest that a large proportion had done so.

Selection of students

Careful selection of students is vital to the program of the Quo Vadis School of Nursing. Participation in the formal selection program is mandatory for all candidates. Invitations to participate may include people who have applied in order to determine their capability of doing the course, with the prospect of being accepted *provided* they complete the necessary matriculation subjects. To prevent frivolous applications there is a fee of ten dollars, which is not refundable but which does not guarantee admission to the School. The selection program, which is under the general supervision of a psychologist, takes almost an entire day and is usually scheduled for a Saturday. Candidates complete four written tests, and either before or after writing the tests are interviewed personally. When the results of the test material and the interview have been assessed, they are presented at a meeting at which the Director and members of the Admission Committee are present. Final decisions are then made on the basis of all available information, and as much assistance as possible is given to candidates who are rejected to help them in making alternative plans.

The *main* obstacles to enrollment are (1) inability to meet the formal eligibility requirements, (2) inadequate financial resources, (3) living too far away from the School, and (4) negative attitudes about ability to complete the program. Sometimes these factors overlap. For instance an applicant living at a long distance from the School could enroll if she could afford a car, or one who is responsible for the care of an aging parent could enroll if she lived nearby.

Introduction of student loan programs in 1965 eased some of the financial burdens, and when, in August 1967, the College of Nurses of Ontario endorsed a maturity admission clause[1] the problems of academic eligibility were lessened. Moreover, since a substantial number of students have by now successfully completed the program and passed the registration examinations, doubts about ability to complete the course are less frequent. Also, supportive counseling often, though not invariably, helps individuals to overcome apprehension of failure.

---

[1] The maturity clause now in effect requires candidates over 25 years of age to have only a Grade 12 diploma, without specified options as defined in standard academic requirements for admission to schools of nursing in the Province.

Level of intelligence measured in the testing process is a significant factor in the selection of students. Thus far it has been of a high order. The Consulting Psychologist in a report to the Director has stated: "In terms of testing techniques used in the assessment of intelligence, the typical Quo Vadis applicant who is accepted for evaluation falls within the top 10 percent of the population in intellectual ability."

Leaves of absence and holidays

Another area of adjustment to the adult student has occurred in decisions regarding the amount of time any given student is able to miss and still complete her course satisfactorily. Within the standards set by the Ontario College of Nurses, The Quo Vadis School has been able to allow a longer break at Christmas, five weeks instead of three in the summer and also a week in the spring. Requests for additional leave are dealt with individually in relation to individual needs and ability to keep up with studies and clinical practice; on occasion a woman has been allowed leave to attend a convention with her husband or to spend time with a visiting relative. "The Quo Vadis School is probably the only nursing school which ever gave leave of absence to a student for the purpose of nursing a sick mare!"

Adjustments of students to the School

> Throughout the existence of the School, there have been constant efforts to elicit the views of the students themselves regarding the program and the difficulties they have experienced adjusting to it, so that remedial action could be taken where appropriate and feasible.
>
> This process starts even before the students are enrolled. Those who have been accepted are invited to an orientation day two or three months in advance of the beginning of the School. This gives them an opportunity to meet the staff as well as senior students and one another, and to begin to understand the kind of program they will be entering . . .

Particularly during the first year of the program, despite such efforts to lessen problems of adjustment, the level of anxiety assumed such proportions that it was decided to invite a research consultant "to assist the School in identifying the source of this anxiety." Under the direction of the consultant, who was a sociologist, "self-administered questionnaires were designed and distributed to both staff and students. Complete anonymity having been assured to the respondents, the findings of the study have proven useful in helping students and staff to view the problems objectively, understand the underlying factors and avoid facile generalizations. They have been of particular help to counselors. Moreover, although the study was designed as a means of coping with practical day-to-day problems the findings were of sufficient interest to make a recognized contribution to the social sciences.

Counseling

The provision of counseling service to all students is vital to the program of the School. The process is begun with the initial interview and is continually available throughout the entire two-year period. In some cases, it even extends into the first few months after graduation, when a graduate returns for advice in adjusting to a work situation. Records have been kept of the number of hours spent in counseling. "The 32 students enrolled in the first class received a total of 400 hours of counseling over the first two-year period of the School." Succeeding classes have received an even greater number of hours of such assistance.

Despite a high level of intelligence, students have shown a prevalent weakness in mathematic and scientific knowledge, but basic instruction in these subjects early in the course has been found practically to eliminate this handicap. Another constant characteristic is a lack of confidence, in some cases deep-rooted and persistent, in others overcome as they proceed with the program. As a result of continuing experience in working with adults the staff have learned, however, to deal more effectively with this problem. A high degree of motivation is another universal characteristic of the students, which enables them to carry on through discouraging periods.

In the four years between March 1964 and March 1968 fewer than one-quarter of the candidates who participated in the selection program were not accepted. Reasons for non-acceptance are varied but basically represent a consensus by staff, and usually also the applicant, that he or she is unsuited for the School's program. Test and interview results may have shown that the applicant would find the program too difficult academically or that her motivation is not strong enough to withstand the inevitable pressures. Sometimes it is apparent that the home situation is such that she could not cope with the demands of the course. Personality factors also may raise doubts concerning a candidate's acceptability, a situation which confronts the Admission Committee with very difficult decisions. The rate of rejection on this last basis is higher at the Quo Vadis School than in most schools of nursing, no doubt because it is assumed that personality characteristics tend to be less amenable to change in adulthood than in youth.

Withdrawals

The rate of withdrawals from the Quo Vadis School of Nursing has been low as compared with that of schools of nursing where students are in the younger age groups and even more so as compared with withdrawal rates--insofar as it is possible to determine these--from other adult retraining programs. Undoubtedly this quality of "staying with" is largely due to the careful screening of applicants and to the availability of counseling. In addition, the student body is homogenous in character and a feeling of belonging is generated by the warm, congenial atmosphere of the School. Social events are attended by everyone, families also being involved so that husbands and children share in the achievements of the wife and mother. Recognizing the inevitability of some conflict for the married students between the role of the wife/mother and that of the student, the School has taken definite steps to deal with the problem. Husbands have been invited to participate in informal discussions of the program, and relevant learnings from the research and counseling programs have been implemented in policies relating to such matters as leaves of absence and holiday periods.

The curriculum

Standards set by the College of Nurses of Ontario determine the curriculum of The Quo Vadis School of Nursing as of all other schools of nursing in the Province. The Quo Vadis School, however, must also take into account the particular needs of adult students. In addition, the fact that the School offers a two-year course instead of the traditional residential three-year program adds to its experimental character. For adult women who have family responsibilities and/or other inescapable commitments a two-year, day-time, Monday to Friday program is obviously more appropriate than the residential type. This variation from the traditional pattern has been facilitated by a widespread trend to remove nursing education from hospital control and turn it over to the school, thus allowing students to live at home.

Problems are many and varied but on the whole are essentially the same as those which have prevented some candidates from enrolling: family responsibilities, transportation problems, and so on. Fatigue and discouragement often confront students in adjusting to their new role. "An understanding and helpful attitude on the part of the counselors has been indispensable in enabling students to continue in the course."

Staff

> The Quo Vadis School of Nursing has been fortunate in the quality of preparation and experience on the part of the staff members it has recruited. . . . Of the 17 full-time instructors (including the Director) who have been engaged since 1964, over 60 percent hold Bachelor's degrees as contrasted with a national average of 23.4 percent in Diploma Schools of Nursing. In addition four of the 17 have Master's degrees.

The ratio of staff to students has been between one to five and one to eight--higher than that for Ontario schools of Nursing in general. All the instructors, part time as well as full time, have been women. Their average age is 40 years--close to that of the students; the youngest staff member was 26 when she was employed. Of the 17 full-time instructors, 11 were single when they joined the staff. All eight of those who are part-time people have been married women and on the average 10 years younger than those working full time.

> Just as the School would like to enroll more male students so it would like to have male instructors on staff. This has not proved possible because of the dearth of qualified male nurses. To date Psychology has been taught by a male psychologist, and during the year 1967-68 philosophy was taught by a man. Occasional lectures are also given by male physicians and other specialists. . .
>
> Like the students, the staff have had to learn to adjust to new roles and were frequently uncertain about what was expected of them. This difficulty was aggravated by the necessity for arranging for clinical practice in several hospitals. The instructors, new in a new school with a new type of student, also found themselves frequently in unfamiliar clinical practice areas. They were required to familiarize themselves with widely differing procedures while supervising students.

The graduates

With the third class, who graduated in September 1968, The Quo Vadis School has graduated a total of 97. Information on post-graduate employment was available, however, only for graduates of 1966 and 1967. In May 1968 all but two of these were employed. The two who were not working had been employed for several months following graduation but had had to return to full-time home responsibilities. Fifty of the 57 were working in Ontario, two were in Nova Scotia and one each in Quebec, British Columbia, and Saskatchewan.

The areas of employment in which they were engaged were Psychiatry-10; Medical/Surgical Nursing-35; Obstetrics-4; Geriatrics-1; Pediatrics-3; Teaching/Public Health Administration-4. Most of them were working full time and on all shifts. Eight of the first class had changed jobs once during the 18 months since graduating--usually in order to find suitable jobs nearer their homes and/or to gain more varied experience. All members of the second class were still on their first jobs six months after graduating.

> [If] present trends continue, the graduates as a whole will constitute a source of professional nurses at least equal in calibre to graduates of traditional schools and probably more stable in terms of job tenure and number of years in nursing.

Some reasonable conclusions

> It has not required a research program to prove that, to date, the Quo Vadis School of Nursing has been a success. It has, as predicted, attracted mature candidates who would not otherwise have entered nursing and attracted them in sufficiently large quantities to ensure the permanent establishment of a school designed specifically to meet their needs.
>
> The research program has . . . contributed significantly to this success and provides a source for measuring its dimensions and the probability of continuing success.
>
> As far as can be told at this time, the success of the School is based on four features: (1) the quality and motivation of the students; (2) the design of the program--including counseling and its adaptation as a result of experience and of research findings; (3) qualifications and attitudes of the staff; (4) the independence of the School and its support by an interested and able Board, the Government of Ontario and the professional nurses' association.

If these can be maintained in substantially the form they exist at present, the Quo Vadis School of Nursing will probably continue to succeed.

CANADA MANPOWER (DEPARTMENT OF
MANPOWER AND IMMIGRATION) IN
COOPERATION WITH COMMUNITY AGENCIES

A WORK ORIENTATION PROGRAM IN VANCOUVER[1]

A pilot project

To be free from economic dependency is the goal of the participants in this imaginatively conceived and cooperatively organized program. The result of many months of planning and coordination involving Canada Manpower, the Department of Social Welfare, Community Development workers in the housing projects, the Department of Education and the Vancouver School Board, it is a heartening example of how, with intelligent human concern and action, existing community services may be brought to bear upon a problem.

For some time Canada Manpower had been under criticism because of its "apparent inability" to assist socially dependent mothers who longed for economic independence. For the women the obvious answer was to get jobs -- to enter or re-enter the labor force. Alas, however, this solution was more obvious than practicable. Lacking marketable skills, feeling isolated from the community at large, occupied with the care of their children, they were stymied until they mustered courage to speak out on their own behalf.

The facilitators

Two women in a housing project took the initiative in organizing a "self-help" group under the arresting name, MOMS, "More Opportunity for Mothers." They wanted "a better life" for themselves and their children. Encouragement of community development workers in the Projects, including members of the Company of Young Canadians, had given them moral support to come to the point of action. Social agencies, including the Department of Welfare, were also interested. Canada Manpower, to which they applied for assistance in training and employment, came into the picture through its Agency Relations Consultant in the Vancouver Metropolitan Area. She has responsibility to establish and maintain continuing liaison with Agencies on behalf of Canada Manpower in relation to services for disadvantaged clients.[2]

In a report dated December 6, 1968, the Consultant wrote:

> Canada Manpower has been under pressure by individual socially dependent clients (mothers on welfare), social workers and their agencies for some considerable time. Our apparent inability to assist these women to return to, or enter, the labour market, or to help them accept the fact that the two former avenues are not realistic ones for them is seriously criticized.

---

[1] A 12-week pilot program of pre-employment training involving 15 mothers, each with several children, who are recipients of "welfare" and living in subsidized public housing.

[2] See Appendix for a statement about the role of the Agency Relations Consultant.

A coordinated approach using the services of agencies and other interested groups in an attempt to help these women has never been undertaken. The women are constantly being prodded to become independent. Thus, they are being asked to pass through a door which has been virtually kept locked by a lack of communication, coordination and cooperation from groups working with them. There are pressures from all sides, added to which is the continuing social stigma of being dependent. For some there may be no other way, but hopefully the proposed program will provide the way for others, and eventually some of these dependent people may indeed be able to take their place in the economic life of the community.

Elements of the plan

It was the consensus of those concerned that the women in question would not benefit from immediate entry into the world of work or even into a full-time training program without a preliminary period of adjustment and assessment. This orientation — Phase 1 of the program — would allow for self-assessment by the clients and evaluation for Canada Manpower of their labor potential for direct job placement or for further skilled training. It would give the women opportunity to equip themselves to make their own decisions regarding the future. Phase 11 would then be devoted, as necessary in individual cases, to specific job training purchased under the terms of the Occupational Training Act (OTA).[1]

Questionnaires to identify individual needs and provide a basis for the selection of candidates for the program were completed by mothers who were interested, and the preliminary course, 12 weeks (120 hours) in length, began on March 3, 1969 with 15 participants selected from 34 promising applicants. The educational background of the women varied from Grade 7 to Grade 12. Some had been employed at an earlier stage in their lives in service or clerical work; some had never been directly confronted with the demands of the labor market. Not all of the women had young children; there were some whose families were well grown — a variety that made for helpful exchange of experience among members of the group.

The course was designed to develop self-confidence, brush up basic English and Mathematics, provide guidelines for personal development and household management, including the care of children. At the same time, they were given some orientation to working conditions in business and industry and how to apply for a job. Visits were made to various community agencies and to firms where, when ready, they would be likely to apply for work. Curriculum was developed on an experimental basis in anticipation of establishing a pattern for an ongoing program through regular channels provided under the OTA.

While all program costs were subsidized by Canada Manpower, no subsistance allowances were paid to the participants. Their social welfare status, including housing priorities and medical benefits, therefore remained intact. In addition, day-care services for young children and the cost of the women's transportation to and from the classes are provided.

---

[1] See Appendix H for a description of the Occupational Training Act (1967).

The teacher

The teacher of the group, to whom much of the success of the program was attributable, was a woman of broad experience, gifted with empathy, imagination, and a sense of humor, and also well acquainted with the resources of the community. Her description of the first day when the women came to the informal classroom in a community recreation center suggests the atmosphere she was able to create. Instead of placing them in neat rows or even in a circle, she asked them to sit in two's at small tables and interview one another. From that initial experience, when they realized that, facing many common problems, they had much to share with one another, they proceeded to meaningful study and discussion. Speakers who gave their time freely were brought in to introduce particular subjects, and the visits that were arranged helped to round out their newly acquired knowledge of the community.

The future

At the end of the course, in seminar discussion the women evaluated the experience and their plans for the future. In addition, individual aptitude tests were administered through the facilities of a Canada Manpower Center. The test results were assessed and used as a basis for individual counseling toward a further goal. In short, the entire program--the course itself, the test results, and group counseling by the teacher and the Consultant--have led to realistic goals being established and accepted by the women.

Needless to say goals vary with each individual, depending upon her previous education and work experience and her current responsibilities and circumstances, as well as the quality of her participation in the orientation program and her test results.

Individual plans

Mrs. X, who received an excellent recommendation from the teacher, although she had completed only Grade 8 in school, does not feel she can cope with an educational upgrading program prior to further training. She has decided to take a power-sewing course. She is well aware of the conditions of employment in this field, has visited the Vancouver Vocational School, where the course is offered, talked with the course instructor and is confident of her ultimate prospects of employment. As soon as she is able to get her family organized for the summer she will take steps to enroll in the training program.

Another woman who has had some clerical skills, having completed the high school commercial program 12 years ago, has decided to brush up her typing and take a test in September, before enrolling in a refresher clerical course. She, also, has an excellent record from the orientation program.

Still another woman, who has only Grade 8 but is ten years younger than Mrs. X, realizes that she must obtain some upgrading before she tackles anything. She will undertake a program leading to Grade 10. Then, if successful, she will be able to go into a general commercial program, with the goal of clerical employment.

Mrs. B, a young woman alone with four children, who has had only Grade 8 education and sporadic work experience, plans for an upgrading program to be followed by commercial training. She proved to be outstandingly dependable in her work in the orientation program; her perseverance promises well for eventual achievement of clerical work.

A 23-year-old unmarried mother who has completed Grade 12 will enter a course in commercial business machine specialty. She would like very much to work with children but lacks the academic prerequisites for entry into a program in this field and has therefore chosen a path that is practicable for the present.

An older woman who has raised a large family has gained from the orientation program an understanding of herself and found the possibility of future independence. It appears certain that she can be placed directly in an institutional housekeeping position.

So it goes. Each participant has been enabled to take further steps toward her goal of economic independence. Two look to training and employment as welfare aides, and several others to various types of clerical work. Three will need further assistance before reaching final decisions, but they too are on their way.

Graduation

For the ceremony of "graduation" the women prepared a program, the cover of which portrayed a large, rather formidable door marked "Employees Only." Beneath was the caption NOW YOU CAN ENTER. The sponsors of the course were listed and beneath was printed the slogan, "Power of Women." One of them had prepared a one-page statement about the program from which the following excerpts were selected:

> . . . . We've progressed through several phases. The first was personal development--a combination of grooming, social and emotional development, which helped us to discover our aims, abilities, attitudes towards each other and our philosophy of life.
>
> The speakers gave us a vast amount of information on a great variety of topics . . . . From there we can progress into . . . problem solving, hopefully with successful results . . . . Employment, our ultimate goal, has perhaps been the most concentrated effort for us. For here we have tried to fit ourselves into the working world, through testing, field trips, speakers, evaluating our abilities and attitudes and setting ourselves a goal . . . . Most of us will be going on to further training, some to upgrading, still others to a vocational course.

The writer mentioned also practical learnings such as letter writing, job applications, spelling, composition--"reading, writing and 'rithmetic"--budgeting, "take home pay," sales tax, banking and that "pesky old income tax" which the employed have to pay. Then she added: "These three months have sped by very quickly and so enjoyably. The knowledge we acquired could not all be found in books. It took an understanding and warm individual to guide us . . . ."

What teacher could ask for a greater tribute?

An "alumnae" association

At the request of the group an alumnae association has been formed; the women want to promote the program in order to help others with similar problems by sharing their experience. All future graduates of such courses will be invited to join the association. The Consultant and the Teacher are honorary members.

A new course

Canada Manpower having been committed to a pilot group of 30 women, a course for the second half has been scheduled to begin September 15. In addition, two further courses have been authorized by the management of the Pacific Region of Canada Manpower, one in January and second in April of 1970. These latter will be available to any suitable clients who Manpower counselors think would benefit from such a program of work orientation. Moreover, similar projects are under consideration in other areas in the region--Vancouver Island, the Prince George area, and in the Fraser Valley.

CHAPTER VI: OTHER DEVELOPMENTS IN THE CONTINUING EDUCATION OF WOMEN

The miscellany of this section is not to detract from the importance of the programs described. Language classes for immigrant women correlated with nursery and kindergarten programs for their children are the key to belonging in a chosen country, often painfully different from one's native home. Too, they are bridges of growing understanding between "old" and "new" Canadians. As for TEVEC, it has brought "school" into the kitchens and the living rooms of French Canadian families and a new lease of life to many a homebound woman. The "Return to Learning" project in Saskatoon points to the fruitfulness of careful follow-through from small beginnings, and Opportunities by Correspondence is reminder of a reliable standby for continuing education.

SOME GOVERNMENT AND UNIVERSITY PROGRAMS

In Canada today correspondence courses find their most important application in the field of adult education. The great majority of all those registered in correspondence courses are adults. Correspondence course study can be undertaken at any convenient time, and hence need not conflict with employment (or other) demands. Furthermore, adults who live in rural areas can take correspondence courses of a nature and variety that it would be impractical, if not impossible, to provide locally.[1]

Elementary and secondary levels of education

Provincial departments of education with the exception of Quebec, offer instruction by correspondence in academic subjects at elementary and secondary levels, at least to Grade 10. (In 1963-64 the latest published data from the Dominion Bureau of Statistics, Newfoundland had no students enrolled at the secondary level).

Policy with respect to fees varies from one province to another. Ontario and Prince Edward Island supply courses free of charge to any person normally or actually resident in the relevant province. Saskatchewan, on the other hand, charges for all courses. Fees for elementary and secondary courses vary from $2.00 to $25.00; most cost less than $15.00.[2]

The following outline of correspondence courses at elementary and secondary levels offered by the Ontario Department of Education indicates the dimensions of the program in that province:[3]

Program	Cost	Starting date	Certification
Elementary School English and Mathematics of Grade 7 and 8. *Secondary School Five-year program* Grades 9 - 13 Arts and Science Business and Commerce Science and Technology.	No charge. Text books are supplied on loan for courses up to and including Grade 12. Texts for Grade 13 courses must be purchased by the student.	Any time of the year.	Secondary School Graduation Diplomas (Grade 12 and Grade 13) given on satisfactory completion of program.

[1] Dominion Bureau of Statistics, Education Division, Canadian Education Through Correspondence in Canada 1963-64 (Ottawa: Queen's Printer), p.11.

[2] Ibid.

[3] Based on information in Ontario Department of Education, Correspondence Courses--1968-69 Elementary, Secondary School and Vocational Courses. (An annual publication).

Program	Cost	Starting date	Certification
Four-year program Grade 9 - 12 (Similar divisions--some differences in course content).	See previous page	Any time of the year	See previous page

Inquiries should be directed to Correspondence Courses, Ontario Department of Education, 1152 Bay Street, Toronto. Elementary and Secondary School advisors, as well as registration staff, are available at this location to assist students in planning correspondence course programs. An interview is desirable.

Addresses of correspondence course sections of other provincial departments of education:

Nova Scotia: Correspondence Study Branch, Box 2210, Halifax.
New Brunswick: Correspondence Courses, Department of Education, Fredericton.
Quebec: Service des Cours par correspondance, 407 boulevard St. Laurent, Montreal 1.
Manitoba: Department of Education, Winnipeg.
Saskatchewan: Government Correspondence School, Department of Education, Regina.
Alberta: Department of Correspondence Instruction, Department of Education, Edmonton.
British Columbia: Director of High School Correspondence Instruction, Department of Education, Victoria.

Correspondence courses at university level

Correspondence courses accreditable toward a degree are offered in a number of Canadian universities (see below). In no case, however, is it possible to complete full requirements for a degree by correspondence, though residence requirements vary. Admission requirements for courses by correspondence are usually the same as for regular full-time students, but in some instances exceptions are made for the mature students, according to the accepted definition of that term by the particular university.

Courses by correspondence in a limited number of arts subjects are available at Acadia University, Wolfville, Nova Scotia; University of British Columbia, Vancouver; University of Manitoba, Winnipeg; University of Saskatchewan, Saskatoon, and the University of Western Ontario, London. Mount Allison University in Sackville, New Brunswick, offers courses in a number of subjects in arts and in education. Queen's University, Kingston, Ontario, provides extra-mural courses by correspondence or in local tutorial groups. Also, for credit at Memorial University, St. John's, Newfoundland, certain courses may be taken by correspondence through Queen's University extra-mural service.[1]

---

[1] Information compiled from Canadian Universities and Colleges 1968, a publication of The Association of Universities and Colleges of Canada, Ottawa.

ONTARIO DEPARTMENT OF THE
PROVINCIAL SECRETARY AND CITIZENSHIP

CITIZENSHIP DIVISION IN COOPERATION
WITH SCHOOL BOARDS AND VOLUNTARY
AGENCIES

NEWCOMERS TO CANADA LEARN ENGLISH

The Report on the Unesco Conference on The Cultural Integration of Immigrants,[1] noted: "Language facility is an indispensable aid to the extension of social and cultural association." Recommendations from that Conference urged for:

(a) Sympathetic handling in schools of the problems faced by children in acquiring a new language . . . partnering immigrant and non-immigrant children . . . special language classes for immigrants to expedite their instruction and facilitate association with their own age group.

(b) Special language and citizenship classes for adult immigrants preparing them for full participation in the life of the community and reducing tension within the home which may arise from differential rates of language facility, as between parents and children.

(c) Use of the media of mass communication to reach groups, such as the aged or married women, who cannot readily be influenced by more formal educational methods.

(d) Extend the opportunity of language teaching in response to immigrant requirements at the earliest possible stage.

Mothers and children learn English

A current pilot project conducted in cooperation with a Toronto Community Committee on Immigrant Children[2] is designed for immigrant women with pre-school children. The mothers attend language classes taught by volunteer teachers while their children are cared for by volunteer workers. The latter introduce into the children's play-activities language patterns being taught to their mothers. The Branch provides two paid staff members as technical advisors to the volunteers; the voluntary agency recruits both students and volunteer workers. Four such projects are planned for the Metropolitan Toronto area over the next three years. Their purpose is to determine effectiveness in reaching the hitherto isolated immigrant women. Follow-up research will be carried out to assess the progress made by their children when they begin regular school.[3]

---

[1] From the Report of UNESCO Conference on The Cultural Integration of Immigrants held in Havana, Cuba, April 1956.

[2] A committee to explore problems faced by immigrant children and their families in respect to the school situation and work out suitable solutions. The Committee is responsible to the Toronto Area Governing Committee of the Social Planning Council of Metropolitan Toronto.

[3] Ontario Department of the Provincial Secretary and Citizenship,"Language and Citizenship Program" Section (4) in Citizenship Branch (A Descriptive Brochure of Programs of the Branch).

"It takes quite a long time to have a conversation." The speaker was a teacher of English working with recent Canadian immigrants from non-English speaking countries in an English speaking city in Ontario. She had been describing the methods used and some of the difficulties of her students learning to communicate in a strange new tongue. Almost all were men--would-be if not already--the breadwinners of their families. But what about their wives?

For many of the newcomers to Canada cultural tradition inhibits--if not outright prevents--the participation of women in a mixed group of men and women. In any case, many of the women are reluctant to move out of the familiar environment of the ethnic community to go to a language class, especially if it is far from their homes. So their isolation grows with the passing of time. Their children start to school knowing scarcely a word of English. English-speaking parents resent their children's education being "held up" until the non-English speaking little ones "catch up," and when they have "caught up," their mothers are that much further behind.

It was a happy inspiration, therefore, coupled with genius for organization, on the part of a dynamic and imaginative woman of "old Canadian background" that brought about the establishment of language classes for immigrant women, with particular emphasis on the mothers of pre-school children. "La scuola," as some of the women often call it still, was begun in January 1965 in church premises, where Sunday school facilities were used as a nursery for the children while their mothers, and some grandmothers, joined in English classes taught by volunteers.

The idea caught on. Its merits were observable, not to say expandable. Through the Toronto Community Committee on Immigrant Children the interest and assistance of the Citizenship Division of the Ontario Department of the Provincial Secretary and Citizenship were enlisted. It was agreed that much more could be accomplished if, instead of just a baby-sitting service for the children, there were a nursery school with play activities incorporating the language patterns that the mothers were learning. In December 1966, therefore, the "current pilot project" described above came into effect, with an accredited nursery school for the children and technical training and assistance for the volunteer teachers of English.

Further, to test the principles involved, three additional schools were begun in other parts of Toronto for women of varied ethnic backgrounds: Italian and Portuguese in the Bloor-Bathurst Area, in the Catholic Information Centre and St. Peter's Church; Greek in the Danforth Area using Eastminster United Church, and Chinese in the south central area, at the Chinese Catholic Mission. The original school, begun as a cooperative project of St. David's United Church and Earlscourt United Church, is held in the latter, now called Faith United Church. Since the pilot project was authorized for a three-year period ending December 1969, the findings of the concurrent research program are at present being assembled. Already, however, there is assurance that the program will be continued.

Focusing on the newcomers and their children, what the program has done for the volunteer teachers can easily be overlooked. Yet perhaps it has done most for them. They have been given some training in techniques of teaching English as an additional language--and a new skill is never amiss--but more important they have become acquainted with new fellow--or would-be fellow Canadians--and learned to appreciate qualities of character and outlook that had escaped most of them heretofore. Moreover, their very amateurism, for most of them lack finished expertise in teaching techniques, together with the fact that they are giving their services without pay, tend to awaken a warm response from their students who all too often have had a "brush-off" from unthinking "old Canadians" and, because they have had but little formal education, are apprehensive of experts.

In September 1968 the Principal of the wend end school in Toronto, the original one, introduced the students to the volunteer teachers, some of whom were new to this responsibility, creating with her skillful pen some interesting impressions of both the women and the community where they live:[1]

> This is another world! It's a section of Metropolitan Toronto too but it may be quite unlike your own district . . . The streets here are narrow--many of them one-way--and shaded by huge trees which have grown over half a century. The houses are crowded close together, with cramped gardens in the rear, overflowing with flowers and vegetables in summer. Corner stores still dot the neighbourhood, spilling their fruit, flowers, and produce onto the pavements from June until October. No architect designed these stolid, two-storey houses with their porches just meant for rocking chairs. They were built by common-sense, English immigrants around the time of World War I. Most of them are gone now and in their place are the New Canadians, Italians mainly, who have come to Canada since World War II.
>
> They are proud of their homes and keep them bright with paint and flowers--it was because they wanted to own a home of their own that many of them came to Canada in the first place. No sacrifice is too great when money is needed for this precious property. Families double or triple up until the house is paid for and as the adopted country gives them the means the new-comers, in their turn, leave for suburban areas of the metropolis. As you learn to know and love our area, you may find yourself buying bread fresh from the Italian bakery; delicious sugar almonds from the confectioners; or even shoes or bags from shops which import them direct from Italy. Gradually you will learn to read the Italian signs; to recognize the local branch library and the schools; to know the children who shout "Hello teacher!" and even some of the black-clad, gold-earringed grandmothers, who nod and smile because they cannot speak a word of English.
>
> This is the world of the women and children who come to our English classes and Nursery School. Many indeed have never been far outside of their own community. It takes courage for each one of them to emerge from this Italian cocoon with its intense family ties and

---

[1] The following section is taken from the unpublished paper, "Meet Your Students," by Elizabeth Loosely, Toronto, September 1968.

customs very different from our own. Some come because they are losing touch with their children who are learning English as their first language at school; others know that they will have to go to work to help support the family; and a few are the inevitable leaven--they attend because they have intelligent and curious minds which have never been adequately fed.

Last year, fifty-six of our women filled in questionnaires which give us the following information.

With two exceptions (Rome and Bari) all the women came from small, rural communities. The places of origin in Italy are almost evenly divided between north and south, with a very slight balance in favour of the north. None are from Sicily, although four are from the Province of Reggio across the Strait of Messina from the north-east tip of Sicily.

There are indications from recent registrations that a population shift in our area may be in the making--we have had a German and a Yugoslav among our spring students.

As you would imagine, we draw the largest number from the immediate area, and all three of those from farther away are former residents of our area.

Cold or very hot and humid weather is immediately reflected in attendance, as our women dislike going out under such conditions. They are not used to travelling on public transportation and do not go far from home without their husbands. Many of them are up at 5:30 a.m. to face a heavy day of meticulous Italian housekeeping; cooking; and minding children (their own and often those of relatives and friends). It is a genuine effort for most of them to turn up on time--and Italians do not have our respect for punctuality anyhow!

Their years of schooling in Italy range from 1 to 13 for the women and from 1 to 12 for their husbands. The average is 5 years for both husband and wife (roughly equivalent to our Grade VIII). From our experience in sending out notices in Italian there are many people in the neighbourhood who cannot read or easily understand the Tuscan standard Italian. Some women in the English Classes are familiar with "literary" Italian. But in last year's classes, for the first time, we have had two women who are illiterate. The majority speak one of the many dialects but may have little experience in either reading or writing it. None of our women read as a pastime, even in Italian. Their interests are practical--home, husbands, children, money, work.

Forty-one of the 56 respondents worked in Italy before marriage, largely in unskilled occupations or in jobs which were closely associated with homemaking or which could be carried out in the home itself, e.g., knitting (this is how beautiful Italian knitted suits are produced--"knitting" is done on a machine); dressmaking; and embroidery.

> Only five women are working or have worked in Canada, again at unskilled jobs to which their lack of education and inability to speak English restrict them.
>
> The women were asked to specify their husbands' occupations in Italy and in Canada. Construction accounts for the largest group, both in Italy (19) and Canada (26). Ten men had been farmers in Italy (none, of course, are working in agriculture in Toronto!). Four were labourers in Italy and 4 are listed as labourers in Canada. One is unemployed; one is deceased; and two are taking retraining programs.
>
> From the educational and occupational backgrounds of both husbands and wives, it is evident that hard work, thrift, and concentration on materialistic goals motivate their lives in Canada. From conversations with our women we have found that they want the best possible future for their children but are extremely limited in their understanding of our educational system and the occupational choices which depend on prolonged schooling. Pressure is brought to bear on teen-aged children to leave school at the earliest opportunity in order to get a job and to contribute to the family income. One of our tasks, as teachers in the English Classes, is to broaden the outlook of our students, where further education for their children is concerned.

The four programs, which have been singled out because they are subjects of the pilot project, are numbered among many similar daytime classes in English for immigrant women. A list of nine was provided by the Social Planning Council in November 1968. Two of these are sponsored by the Toronto Board of Education and one by the Metropolitan Separate School Board, the others being under Citizenship Division sponsorship.

> The Toronto Board of Education has had daytime classes for Chinese mothers for a period of 20 years . . . The Separate School Board . . . plans to open others in addition to the one in St. Francis of Assisi School. The big problem is that Boards of Education have no legal authority for providing nursery school supervision.[1]

Nor are all the Ontario classes in Toronto, although that city is the bourne of a majority of the newcomers from non-English-speaking countries. A similar special class for women at the YM-YWCA in Windsor is sponsored by the Citizenship Division, and in London the Separate School Board operates one, as do the local Board of Education and the community school in cooperation with Fanshawe College.[2] In addition many private voluntary groups, mostly churches, have classes for women taught entirely by volunteers.

---

[1] Letter from Edith Ferguson, Planning Consultant, Social Planning Council of Metropolitan Toronto, to Marion Royce, November 8, 1968.

[2] The College of Applied Arts and Technology in London.

These special programs for women represent only a small segment of the Language and Citizenship Program of the Citizenship Division of the Ontario Department of the Provincial Secretary and Citizenship. It lists well over 200 classes, many of which are given in the evening to accommodate people who are working during the day, in centers throughout the Province. Considerable numbers are sponsored under the terms of the Occupational Training Act to help adults become employable. To attend these OTA programs individuals must be referred by a Canada Manpower Center. Adults who have an employment record anywhere in the world may qualify for a training allowance paid by the Canada Department of Manpower and Immigration if they are attending such classes full time.

The Citizenship Division coordinates language classes in Ontario, finds resources and provides advice both in the recruiting of students and in training teachers. Each year a one-day conference for teachers of such classes is sponsored by the Division. About 1,000 people attended the 1969 conference held in Toronto in February. A world renowned specialist in the aural-oral method of teaching language, employed by the Division, has written a series of teachers' manuals and student workbooks. These are based on the premise that to know a language is to have effective mastery of 90 percent of its phonology, 50 percent of its structure and two percent of its vocabulary. It means learning to speak with the stress, intonation and rhythm of the language.

These materials have gone all over Canada. In British Columbia, for instance, they are used extensively, and an association of teachers of English as an additional language (TEAL) has been organized and is affiliated with the British Columbia Teachers' Federation. As for special classes for women, an interested person has sent an account of an afternoon class in English for Chinese mothers that is held at the Pender YWCA in the heart of Vancouver's Chinatown. A baby-sitting service is provided to ensure that their children have proper care while the mothers are learning. There is provision also within the program for the teachers to accompnay the women to assist them with grocery shopping. This program is sponsored by the Adult Education Branch of the Vancouver School Board in Cooperation with the YWCA. It is possible that there are similar facilities elsewhere, not only in British Columbia but also in other provinces.

The Quebec government is developing programs for the teaching of French to immigrants, and the principles of language teaching developed by the Citizenship Division in the Ontario Government are being applied. In all parts of the country where new immigrants are settling, provision is being made gradually for more effective assistance in learning the languages of their adopted country. That the most extensive development has occurred in Ontario is response to the fact that this province receives the largest proportion of newcomers. Half the population of the City of Toronto proper is comprised of postwar immigrants. In Metropolitan Toronto one person in three is in this category and in the province as a whole, one person in four.

SASKATOON PUBLIC LIBRARY
AND
UNIVERSITY OF SASKATCHEWAN EXTENSION DIVISION

RETURN TO LEARNING
OPPORTUNITIES FOR WOMEN TO CONTINUE THEIR EDUCATION

In Vancouver spring had already come with green lawns, golden daffodils, crocuses like dainty after-dinner coffee cups and primroses as delicately lovely as their name. But in Saskatoon we woke to a blinding blizzard and the chill of a prairie wind. "That's March for you!" said the commissionaire at the University dining-hall. "It came in like a lamb so it just has to go out like a lion." In the pleasant auditorium of the public library, however, people were already gathering well before the 9:30 opening of the day's program. Most, but by no means all, were women, some of whom, despite the hazardous weather, had driven from considerable distances outside the city--rural women eager for new opportunities of learning.

On a Saturday in October in this same auditorium there had been a one-day seminar on "Employment for the Mature Woman" sponsored by the Saskatoon Business and Professional Women's Club and the Extension Division of the University of Saskatoon. Miss Mary Rocan, Director of the Women's Bureau of the Saskatchewan Department of Labour had introduced the subject with a talk on employment opportunities for the mature woman. That event had stirred considerable interest; today attention was to be focused on "a return to learning." The story of that one-day workshop, how it came about and how it has been followed up is recorded in the report of the planning committee. The material which follows has been excerpted from this report:

> A whole new program to assist women who wish to return to learning was begun in Saskatoon, because of a short interview between Mrs. Jane Abramson, of the Department of Continuing Education at the University of Saskatchewan, and Miss Marion Royce, a Research Associate of the Department of Adult Education of The Ontario Institute for Studies in Education, and former director of the Women's Bureau in the Canada Department of Labor at Ottawa, in early March 1969.
>
> Return to learning seminar[1]
>
> Miss Royce wanted to meet groups of women across Canada who might be interested in helping mature women find new and useful places in their communities, either through paid or voluntary work or through any avenues available for adult education. Mrs. Abramson agreed to explore the situation in time to coordinate any initial step in a new project to coincide with a visit by Miss Royce to Saskatoon in late March.

---

[1] See Appendix I for the program outline.

The next three weeks saw developments of plans[1] for an all-day workshop (jointly sponsored by the Saskatoon Public Library and the Extension Division of the University of Saskatchewan) to be called "Return to Learning" which would be held in the Public Library, March 27, 1969. Miss Royce was to be the keynote speaker, touching on the "Hang-ups of Women" who wish to return to learning. Local resource people who were associated with adult education and counseling in Saskatoon's educational institutions were recruited to help answer questions which might arise. Actual experiences of women who had successfully returned to learning were to be presented by a panel of four who had studied at various levels: high school, the Institute of Applied Arts and Science, the graduate school of the University, and informal courses which led to the degree course at the University. Opportunities for participants to gain information and advice on how to return to learning were also to be made available.

Participants were to be asked for their reactions by using a questionnaire which was prepared to elicit information and suggestions for a follow-up to the seminar.

The "Return to Learning" seminar saw the attendance of about 100 women, about 70 of whom remained for the full day. Forty people, representatives of educational and resource agencies, filled in the reaction sheet, providing many suggestions to the committee for continuing services.

After the seminar a small volunteer committee met with Miss Royce to informally evaluate the seminar and to discuss various other programs for continuing education for women throughout the country.

The follow-up

Two weeks following the seminar, April 9, 1969, a committee of six met in order to look at the replies to the seminar reaction sheet, and to assess what seemed to be the most urgent need felt by women who were concerned with returning to learning. Most often requested was a counseling service, on either a periodic or continuing basis, at which clients could receive information coordinating all offerings in the city, as well as encouragement and help in meeting and overcoming the problems which face the mature woman when she attempts to go back to school. Other problems, such as the needs of rural women, the need for a campus organization for mature students, need for day-care for small children, for financial help were discussed.

The decision of this committee was that it should be enlarged to include others who could help in special capacities, such as counseling, publicity, and employment.

---

[1] Members of the planning committee, in addition to Dr. Jane Abramson, now Acting Head, Department of Continuing Education, College of Education, University of Saskatchewan, were Miss L. Carney, Librarian, Saskatoon Public Library, and Professor Margaret Pattillo, Extension Division, University of Saskatchewan.

The committee concluded that the most urgent need is for a counseling service for adult education needs. Names were added to the committee on the basis of what was known about the individuals, their professional concern with the problem, or their possible interest in the question. All those asked to help accepted most willingly these time-consuming responsibilities.

The enlarged committee of thirteen persons first met April 16, 1969. After a review of the findings of the seminar, the committee concluded that counseling is the immediate need of the mature woman who wished to return to learning--not counseling in depth, but encouragement in taking the first step, in recognizing what family and personal problems may face her, and with some practical information about what courses are available, how to enroll, with whom to seek interviews.

This meeting saw a division of responsibilities, with the provision that new people be asked to join various committees--publicity, training of volunteer advisors, recruitment of advisors, development of forms for recording information, collection of resource material, and an accommodations committee.

It was agreed that these committees would bring to the next meeting concrete plans for a short-term advisory service to be held as a pilot project in late May. The results of this service would be assessed to determine steps which might follow. By April 29, plans for the "Return to Learning Follow-Up" were complete.

Training

Volunteers who agreed to act as either hostesses or counselors attended a training session on May 12, 1969.

The purposes of the follow-up were clarified, and plans for the procedure which would be followed were finalized.

The service was to be known as the "Return to Learning Follow-Up," to be held at the New Branch of the Saskatoon Public Library, May 21 to 23, offering three days plus one evening of services.

Two instruments were used in order to obtain data: (1) A reaction sheet, similar to the one used at the first seminar, in which the client was asked to express her feelings about the advisory service. There were 38 replies; (2) An information sheet to be filled in by the advisor with the client during the interview to which there were 75 replies.

Participants were all volunteers, many of whom gave spare time from full time counseling at high schools, Manpower centers, and so on. There were 27 "advisors," who acted either as hostesses, wearing "welcome" tags or as advisors, wearing tags saying "ask me."

Information about the various agencies in the city was available, but was found inadequate in specifics. Two participants volunteered to get this information before the Follow-Up dates. Printed material was available, giving information about the community's educational resources. Since services were voluntary, expenses were kept to a minimum. These were met by the Extension Division of the University of Saskatchewan.

It was not known how much interest the service would elicit, and no attempt was made to forecast how many clients might appear.

Publicity was to include television appearances by members of the committee, radio and newspaper interviews. Flyers and posters were being displayed. One member of the committee, a newspaper woman, included frequent reports of the program in her daily column.

The advisory service

Ninety-five women came to the Library to get information between May 21 to 23. Approximately 80 were individually counseled, and some sessions were extremely busy.

The women were greeted by hostesses who established a warm, friendly atmosphere, showed interest in the woman's problems, served coffee, sometimes established small discussion groups where personal experience and problems could be shared.

Individual counseling lasted an average of between 15 to 20 minutes for each person. No attempt was made to advise people in specific ways, but to outline alternatives and to guide the clients to appropriate agencies in the city where they could seek further help. The counselors were aware that they were attempting in limited ways to help women take the first difficult step in returning to learning. The purpose was to help sort out alternatives, gain encouragement and confidence in approaching educational and vocational institutions, and exchange ideas.

The next steps

Evaluation of the advisory service was continuous throughout the period of activity. Two meetings were held between May 21 and May 23, to assess the progress and to prepare for changes if necessary as the Follow-Up was in progress.

A formal evaluation meeting was called for June 2, 1969, to which all the original committee and all advisors were invited. Twelve women attended.

At this meeting it was agreed that a report of the developments to date should be compiled. This report will be sent to interested agencies in the city, to the school boards, to individuals who are concerned with the education of adults. These people will include the resource people who assisted at the original seminar.

---

[1] See Appendix J for tabulations of characteristics of users of the Counseling Service.

Evaluation

Specific suggestions for next steps were:

1. Assess the locale of the participants to see if there may be a need for neighborhood or mobile counseling.
2. Another "advisory" follow-up in late summer or early fall.
3. Involvement of educational authorities such as boards of education, in assessing the program so far and planning for the future.
4. Involvement of representatives of business, industry, and education.
5. Follow-up of clients.
6. Study group to collate information from other centers and to assess what might be useful here.
7. Investigation of need, and sources, of financial support for women returning to learning.

DEPARTMENT OF EDUCATION OF QUEBEC
CONTINUING EDUCATION BRANCH

THE CONTINUING EDUCATION OF WOMEN THROUGH TEVEC--PILOT PROJECT IN EDUCATIONAL TELEVISION

An experiment in mass education

For the past two years the Continuing Education Branch of the Department of Education of Quebec has been experimenting with the use of television, not only as a medium of instruction--the validity of which has already been demonstrated over a period of at least 20 years--but in order to discover whether and how this highly sophisticated technological medium could best be used in combination with other means of communication to step up mass education and raise the general level of social and economic well being.

The Saguenay-Lac St. Jean region was chosen as the area for the experiment because, next to Gaspé, it had suffered most from unemployment and economic depression. Moreover, the people of that region had already shown a high degree of energy and availability in response to projects designed to develop them and promote their interests.[1]

The educational program of TEVEC corresponded to the general level of knowledge required for Grade 9, but the school subjects taught--English, French, and Mathematics--were linked up with socioeconomic themes. The themes gave a focus that awakened and retained the interest of the student and at the same time conveyed knowledge adapted to the mentality, interests, and occupations of adults. A bulletin from CBC Information Services, Toronto, described the process thus:

> . . . it never uses teachers in front of the cameras, only as pedagogical advisers; it consists of a combination of television, exams by correspondence, weekly classroom sessions on Saturdays to help students with particular difficulties; . . . it supplies feedback whereby students can fill out IBM cards each day as a test for each lesson, send them in to TEVEC headquarters, and get them back promptly so that they can see their errors . . .
>
> Academic subjects . . . are taught but not in the usual "classroom" manner. For example, a program on trade unionism might include interviews with trade union leaders, interspersed with French lessons dealing with the language of trade unions or an English lesson might consist of two actors in the role of workers talking about their jobs; or a mathematics lesson might handle the topic of membership fees.

The people's response to this unique opportunity for further learning has been phenomenal. Out of a population of 270,000, some 30,000 accepted the challenge. Well over half of these (54 percent) were women, the majority between 25 and 54 years of age, this despite the fact that men considerably outnumber women in the total population of the region.[1] Sociologists associated with the project attribute this enthusiastic participation of the women to the use of television which brought the school into their homes. In a previous experiment in adult education in the Gaspe Peninsula, conducted along traditional lines with students attending classes away from home, women comprised only about 30 percent of the participants.[2]

---

[1] Guy Messier, TEVEC (Quebec: Department of Education, The Continuing Education Branch, 1968).

To be sure, women in their homes are more available. Despite all the claims on their time, they are able to set the rhythm of their own lives in a way that is not possible for most people in jobs outside. The latter, be they men or women, are subject to daily routines over which they have little or no control.

Elements of the experiment

A more precise description of the elements of the experiment based on the explanatory statement written by the Director M. Guy Messier may convey some idea of the ingenuity and complexity of the project.[3]

1. Television Each week a series of four programs developed a socioeconomic theme. Designed to motivate and inform the listener, these were presented on Mondays, Tuesdays, Wednesdays, and Thursdays, the same telecast being repeated three times each day. A summary program on Friday then reviewed the subjects taught during the week and gave the correct answers to the exercises. In addition, a half-hour "teleclub program" on a socioeconomic theme was presented every Monday evening. These programs, intended for the local committees and their invited guests who were not enrolled in TEVEC, were followed by discussions, reports of each of which, based on questions provided by TEVEC, were completed and sent to TEVEC. When these reports had been compiled, they were published in the local newspapers.

2. The correspondence course This provided the participants with an opportunity to test their newly gained knowledge through work on practical exercises. Each student, as he or she began, was given an explanatory booklet listing the subjects in series, some relevant educational information, and question forms, together with an electrostatic pencil, perforated cards and return-addressed envelopes. Two questions were to be answered each week. The student wrote his answers on the cards and mailed them to the Jonquière CEGEP.[4] There they were put through the computer before being sent on by wire to Quebec to the Department of Education data processing center, where the students' records were compiled. At the end of each stage of the experiment each student was sent a report card showing the percentage of correct answers to their exercises.

---

[1] "Wives support TEVEC," Education Weekly (Department of Education of Quebec), October, 1968, p. 81.

[2] Ibid.

[3] Since the experiment was funded for two years, ending in June 1969, the past tense is used in the project description.

[4] Collège d'enseignement général et professionel, the Quebec counterpart of an Ontario college of applied arts and technology.

All who considered themselves qualified were invited to write the June examinations, whether or not they were enrolled with TEVEC. Those who passed the examinations in French, English, and Mathematics received the first year high school certificate. If these same people passed the socioeconomic examination, they were given the appropriate certificate as well. Students who passed some but not all of the examinations were given a certificate indicating the subjects in which they had been successful.

3. Social animation This term in its French form, "animation sociale," denotes ways of bringing about the active participation of individuals in any group; its aim in TEVEC, in addition to stimulating as complete participation as possible, was to create leadership capable of ensuring continuity in the development of the region as a result of the project. Over 70 local committees were formed whose principal tasks were to organize teleclubs and supervise "revision centers."[1] These local committees were represented on an area committee and with representatives from four sector committees formed an advisory committee which had "supervisory rights and 'gave' its opinion on everything concerning TEVEC." In all there were some 1200 people who, within this structure, worked as volunteers for the project. "Operation Discussions" held at end of the school year provided the opportunity for suggestions regarding content of the program, and in the autumn public meetings were arranged to discuss the resumption of acti activities. In addition, the advisory committee took on the task of giving a series of courses in which 250 people learned how to run meetings and mastered methods of "animation."

4. Data processing Data processing contributed greatly to the project in that it ensured "feedback" for those responsible, which enabled them to adapt and adjust the programs in a consistent manner.

5. Services for students In addition to the revision centers, provision was made for "house-calls" by a teacher for students with five years of schooling or less, giving them encouragement that was "human rather than educational."

6. Research As a pilot project TEVEC had a research component directed to scientific evaluation of both subject matter and teaching methods. Further, the research work was designed to obtain data that would be applicable in the training of personnel for the most efficient use of television in education and also assist in setting guidelines for follow-up of the experiment.

Directing organization

The project had a board of directors comprised of representatives from the Department of Education, Radio-Québec, the Treasury Board, and four teams: program production, education, social animation, and research plus the project director, who is the executive officer. The coordinators of the four teams, together with the director, the general secretary, the administrator, and the regional delegate formed the coordinating committee. This committee met each week to carry out the policies laid down by the Board of Directors. About 100 people, including those in both Quebec and the region, were engaged in working out the experiment.

---

[1] Centers where once a week students could meet and discuss their difficulties among themselves and receive technical assistance from a teacher.

Cost

It is estimated that the cost of TEVEC will have been slightly over three million dollars. Further it is estimated that to educate a similar number of adults and bring them from the level of Grade 5 to Grade 9 using the methods currently in use, would cost over 19 million dollars. But the value of the project as evidenced in the change in individuals and in the community at large, defies measurement in financial terms.

"The moment of truth"

In June 1969 about 6,000 adult students (some 20 percent of those originally enrolled) presented themselves for the examinations in the four subject areas included in the program: French, English, Mathematics, and Socioeconomic studies. Gisèle Tremblay commented on these figures and described her impressions of the project in an article "Les tévecois vivent leur minute de vérité" (Le Devoir, June 7, 1969).

Many who diligently followed the telecasts simply did not have the courage to face this final test. Nevertheless there can be no doubt that they benefited greatly from the experience. Most striking had been the degree of energy required to meet the demands of the program. Seven hours of viewing per week, plus four hours of study and exercises, not to mention visits to the revision centers, represent a formidable amount of work. In addition, many of the participants struggled with the handicap of a meager educational background--and that from the long past--at the same time carrying heavy personal and family responsibilities. Particularly among the women, there had been a wonderfully new lease on life. She tells of a mother of eleven children who had found time to follow the broadcasts regularly. Another woman who had brought up her son alone, earning a living by washing garage floors at night, had watched all three daily telecasts, even eating her meals with the TEVEC papers at her side.

Many of those with little education, both men and women, given original impetus by the visiting teacher, had been outstanding for their sheer tenacity. Wives had helped their husbands and husbands their wives.

Among the women there were a good many who, having lived in comparative isolation and lacking adequate education, had been fearful of meeting other people. Now says one, "I am a woman happy with myself." Another, "TEVEC has taught me a great deal; I didn't know anything before." The effect of this new zest for life on the part of mothers was apparent in the atmosphere of family life. One woman, for instance, had remarked that her children respect her more than they used to do, and another exclaimed that she now felt closer to her children. One of the visiting teachers had told of a girl of eighteen who had waited for her mother to come out of the examination hall and had taken her to a restaurant for supper, so delighted was the daughter with her mother's achievement.

Assessment from a visitor from abroad

Excerpts from an interview with the eminent French sociologist, Joffre Dumazédier, after he had visited TEVEC suggest its challenge and the people's response and, even more, the ultimate significance of the project as he saw it:

These people have learned to use electronic machines; they have gone to school in their living rooms, in their kitchens; they have studied together as families; they have used perforated cards instead of copybooks, a television set instead of a teacher.

Much more important than the percentage of successes or failures is the new capacity for involvement they have acquired: the participation in regional development, the maturing of critical attitudes toward policies that may be proposed to them in the future. These are qualities that will ensure Quebec's post-industrial progress.

In the TEVEC experience there is the embryo of a new model for the continuing education (éducation permanente) of all the people.[1]

---

[1] "La société québecoise sous l'oeil attendif d'un sociologue français, Joffre Dumazédier--entretien verité recueilli par Solange Chalvin. Le Devoir, Montreal, March 8, 1969.

APPENDIX A

STATISTICS

WOMEN IN CONTINUING UNIVERSITY EDUCATION

The University of British Columbia

Office of the Dean of Women

1968 - 69

Total = 865[1]

(11% of total enrollment of women students)

Marital Status	Total	%
Married	418	48%
Separated	38	4%
Divorced	42	5%
Widowed	25	3%
Single	337	39%
Not Indicated	5	1%

Age Groups		
25 - 29	331	38%
30 - 34	145	17%
35 - 39	132	15%
40 - 49	187	22%
50 - 59	45	5%
60 - 69	2	.2%
Not Indicated	23	2%

374 mature women students or 43% of all mature women students have children.

71% of all non-single mature women students have children.

Mature women students have a total of 943 children.

---

[1] Because the Office of the Dean of Women is primarily concerned with students attending regular sessional courses, these statistics do not include women enrolled in extra-mural, extra-sessional or non-credit courses offered through the Extension Department of the University. Such students, however, often go to the Dean's office for counseling or advice.

Mature Women Students by Faculty

Faculty		1st year	2nd year	3rd year	4th year	5th year	Total	%
Education	Total	10	69	72	53	66	270	
	%	3%	26%	27%	20%	24%		32%
Graduate Studies 1st year = MA Studies 5th year = Ph.D.		135				74	209	
		65%				35%		24%
Arts		16	42	54	55	16	183	
		8%	24%	30%	30%	8%		21%
Nursing		5	14	11	28		58	
		9%	24%	19%	48%			7%
Social Work		15	26				41	
		37%	63%					4.5%
Librarianship		19					19	
		100%						2%
Music		6	1	3	2	4	16	
		37%	6%	19%	13%	25%		2%
Science		3	5	2	4	1	15	
		20%	33%	13%	27%	7%		2%
Law		5	3	1			9	
		56%	33%	11%				1%

Faculty	1st year	2nd year	3rd year	4th year	5th year	Total	%
Qualifying					8	8	
					100%		.8%
Unclassified					7	7	
					100%		.7%
Home Economics	2	1	1	2		6	
	33%	22%	22%	33%			.6%
Medicine			1	4		5	
			20%	80%			.5%
Rehab. Medicine		1	1	3		5	
		20%	20%	60%			.5%
Pharmacy		1	1	2		4	
		25%	25%	50%			.4%
Architecture	4					4	
	100%						.4%
Commerce		1	1	1		3	
		33%	33%	33%			.3%
Agriculture		1		1		2	
		50%		50%			[illegible]
Dentistry				1		1	
				100%			.1%

Full or Partial Program

54% of all mature women students are on a full program.
42% of all mature women students are on a partial program.
4% have not indicated courses.

University Graduates

35% of all mature women students are university graduates.

Canadian - -	U.B.C. . .	149	49%)	74%
	Others . .	78	25%)	
American		31	10%	
European - -	British . .	20	6.5%	
	Continental	8	2.5%	
Asian - African		18	6%	
Australia - New Zealand		1	.5%	
South America		1	.5%	

Scholarships

161 or 19% of all mature women students hold scholarships

Of this number:
41% are married
2% are separated
6% are divorced
4% are widowed
47% are single

Place of Birth

British Columbia .	216 - 25%
Alberta	56 - 7%
Saskatchewan . . .	58 - 7%
Manitoba	44 - 5%
Ontario	58 - 7%
Quebec	17 - 2%
Nova Scotia . . .	11 - 1.5%
New Brunswick . .	4 - .5%
P.E.I.	1 - .2%
Newfoundland . . .	2 - .3%
Yukon	3 - .5%
United Kingdom . .	80 - 9%
U.S.A.	55 - 6.5%
Germany	19 - 2%
China	12 - 1.5%
Hong Kong	10 - 1%
Australia - New Zealand	11 - 1.5%
Western Europe .	32 - 3%
Eastern Europe (Communist) .	21 - 2%
Asia (excepting China and Hong Kong)	20 - 2.5%
Africa	9 - 1%
South America and Caribbean . .	8 - 1%
Not indicated .	118 - 13%

Husbands' Occupation

Total Married Mature Women Students = 418

Husband is:	Total	%
Professional	238	57%
Non-professional	107	25%
Student	57	14%
Retired	3	.7%
Unemployed	1	.3%
Not indicated	12	3%

Statistics on 25 - 29 Age Group

There are 331 women in this group - 38% of total

37% are married
3% are separated
2% are divorced
1% are widowed
57% are single
15% of this group have children

By Faculty:

29% are in Education
27% are in Graduate Studies
18% are in Arts
7% are in Nursing
19% are in remaining schools and faculties

44% of this group are university graduates

57% are on a full program, 39% on partial

24% hold scholarships

30 - 34 Age Group

There are 145 women in this group - 17% of total

45% are married
6% are separated
7% are divorced
1% are widowed
41% are single
43% of this group have children

By Faculty:

- 26% are in Education
- 25% are in Arts
- 24% are in Graduate Studies
- 8% are in Nursing
- 17% are in remaining schools and faculties

36% of this group are university graduates

60% are on a full program, 36% on partial

23% hold scholarships

35 - 39 Age Group

There are 132 women in this group - 15% of total

- 57% are married
- 3% are separated
- 11% are divorced
- 1% are widowed
- 28% are single
- 64% of this group have children

By Faculty:

- 32% are in Education
- 23% are in Arts
- 22% are in Graduate Studies
- 8% are in Nursing
- 15% are in remaining schools and faculties

39% are university graduates

42% are on a full program, 49% on partial

14% hold scholarships

40 - 49 Age Group

There are 187 women in this group - 22% of total

- 60% are married
- 6% are separated
- 6% are divorced
- 8% are widowed
- 20% are single
- 70% of this group have children

By Faculty:

44% are in Education
20% are in Arts
20% are in Graduate Studies
5% are in Nursing
11% are in remaining schools and faculties

43% are university graduates

51% are on a full program, 43% on partial

12% hold scholarships

50 - 59 Age Group

There are 45 women in this group - 5% of total

58% are married
7% are separated
2% are divorced
13% are widowed
20% are single
69% of this group have children

By Faculty:

29% are in Education
29% are in Arts
22% are in Graduate Studies
7% are in Nursing
13% are in remaining schools and faculties

38% are university graduates

40% are on a full program, 51% on partial

4% hold scholarships

60 - 69 Age Group

There are 2 women in this group - .2% of total

1 is married, 1 is single
1 is in Education, 1 in Arts
1 is on a full program, 1 on partial

APPENDIX B

CONSTITUTION

CONTINUING UNIVERSITY EDUCATION

The University of British Columbia

Name

The name of this organization shall be Continuing University Education, designated by the initials CUE.

Purpose

The purpose of CUE is:
1) to provide mutual assistance and moral support to its members;
2) to improve university conditions for mature students;
3) to obtain financial grants from interested community organizations;
4) to encourage members to participate more effectively in university and community affairs.

Membership

1) Membership in CUE is extended free of charge to all U.B.C. women students who are twenty-five years of age or over.
2) Younger adult women will be welcomed if they wish to join.
3) Women enrolled in extra-curricular and correspondence courses are welcome to participate, but cannot be included on the CUE mailing list except by special request.

Meetings

1) An annual meeting shall be held in January of each year, at which time members of the Administrative Committee will report.
2) Meetings of the General Membership and Administrative Committee shall be held at the discretion of the Administrative Committee.

Administrative Committee

1) Shall be formed at the Annual Meeting in January.
2) Administrative duties shall commence the following September, and shall continue for one calendar year.
3) The months between Annual Meeting and the assumption of administrative duties will be used for orientation and cooperation with the former Committee members.
4) CUE members may volunteer for positions on the Administrative Committee, or be nominated and elected, at the discretion of the Committee.

5) The Committee shall be composed of:

Chairman
Two Vice-Chairmen
Secretary
Program Chairman
Social Chairman
Publicity and Bulletin Chairman
Day Care Chairman
Housing Chairman
Community Finance Chairman
Ombudsman
Members-at-Large

6) Duties

The Chairman shall

a) Call and preside at meetings of the Administrative Committee and of the General Membership.
b) Be an ex-officio member of all committees.
c) Keep the members informed of all decisions and activities.
d) Appoint special committees to deal with special problems as they arise.

The Vice-Chairman shall
Perform the duties of the Chairman in case of her absence or upon her request.

The Secretary shall

a) Record proceedings at Administrative and General Meetings.
b) Mail notices when required.
c) Handle correspondence for Chairman when required.

The Publicity Chairman shall

a) Contact various media when requested.
b) Be aware of public relations and continue to interpret the function of the club in the university and the community.
c) Suggest ways in which publicity could be helpful in encouraging women to continue education and to be aware of newly opening opportunities for women.
d) To prepare in conjunction with the Office of the Dean of Women an information sheet or bulletin.

The Program Chairman shall

a) Post notices about forthcoming programs, lecture series, etc., which would be available to our members.
b) Take names of members interested and give these to the program organizers.
c) Be aware of needs among our members for new programs; take ideas down, list names, request new programs when feasible. "The Dean of Women's Office will continue to be available for consultation about programs."

The Social Chairman shall

a) Arrange room bookings and food services when necessary for meetings and social affairs.
b) Suggest new ideas which may occur to her on meetings and social events which she thinks the members might enjoy.

The Housing Chairman shall

a) Sit on the appropriate committee(s) as the CUE representative.
b) Suggest ways in which the powers of our large membership could have influence on decisions concerning housing.
c) If a plan is adopted regarding the above, help to implement it.

The Day Care Chairman shall

a) Sit on the appropriate committee(s) as the CUE representative.
b) Suggest ways in which the powers of our large membership could have influence on decisions regarding day care.
c) If a plan is adopted regarding the above, help to implement it.

The Community Finance Chairman shall

a) Contact community organizations including women's clubs, and arrange to send speakers.
b) Write or have the secretary write letters of application to women's clubs requesting scholarships for deserving mature women students.
c) Write thank-you letters for incoming scholarships.
d) Consult with the Office of the Dean of Women regarding the emerging needs for scholarship and financial assistance.

The Ombudsman shall

a) Be available to assist CUE members who need a liaison with the university administration. Liaison with the Office of the Dean of Women will continue to be available.

The Members at Large shall

a) Attend meetings of the Administrative Committee to add suggestions and constructive criticism.
b) Be available to help a Committee member if necessary.
c) Help to keep the general membership informed of the goals and activities of the group.

Amendments to the Constitution

1) May be voted on at any General Meeting at which there is a quorum of 30 members.
2) If voted on at a meeting of the Administrative Committee, must be taken for ratification to a General Meeting at which there is a quorum of 30 members.

APPENDIX C

QUESTIONNAIRE ON CAMPUS DAY CARE
AT THE UNIVERSITY OF BRITISH COLUMBIA

CUE has received many enquiries as to the possibility of establishing Day Care facilities on campus for pre-school children, to serve the needs of student, faculty and staff members of the University.

In order to determine the extent of need for this facility, we ask anyone interested to fill out the following questionnaire and return it as soon as possible to:

Mrs. Florence Nicholson,
3546 West 21st Avenue,
Vancouver 8, B.C.

Enquiries:
Mrs. M. Weaver
224-4159

If you wish to be informed of any developments resulting from this questionnaire, please sign your name and address below.

____

FAMILY SITUATION

WIFE	is a student	____	HUSBAND:	is a student ____
	works off-campus	____		is a faculty member ____
	is at home	____		works off-campus ____
	is widowed	____	CHILDREN:	(specify boys or girls, ages)
	separated	____		boys ____________
	divorced	____		girls ____________

ARE YOU LIVING: On-campus? ____ Off-Campus? ____

DAY-CARE your child(ren) is presently receiving:

Regular	____	Part Day	____
Irregular	____	Whole Day	____
In a private home	____	No. of days per week	____

In an organized Day Care Centre ____ (please specify)

Child Study Centre ____
Kindercare ____
Cooperative Play Groups ____
Other ____

Ages of children receiving Day Care: ______________________________

Rate of payment for Day Care ______________________________

FUTURE NEEDS: Using the above headings as a guide, please indicate the type of Day Care facilities you would like to see available for your own needs.

REMARKS:

NAME: ______________________
ADDRESS: ______________________

APPENDIX D

NATIONAL COUNCIL OF JEWISH WOMEN OF CANADA (TORONTO SECTION)

PROGRAM: SCHOOL FOR CITIZEN PARTICIPATION

October 16, 1968.	"A Public Philosophy for Private Citizens in the Technopolitan Age"
October 23, 1968.	"Citizenship, Communication, and Being Truly Human"
October 30, 1968.	"We and our fellow Canadians"
November 6, 1968.	"We and the World Beyond Canada"
November 13, 1968.	"We and our Neighbours in Metro"
November 20, 1968.	"We and our Neighbours in Metro" cont'd: Film.
November 27, 1968.	"We and our Neighbours in Metro" cont'd:
December 4, 1968.	"Education in Ontario"
December 11, 1968.	"Communications in the Community"
December 18, 1968.	"The Exercise of Power"

NATIONAL COUNCIL OF JEWISH WOMEN OF CANADA (VANCOUVER SECTION)

PROGRAM: SCHOOL FOR CITIZEN PARTICIPATION

February 5, 1968.	"The Citizen-Separatist"
February 12, 1968.	"Quasi-Citizens"
February 19, 1968.	"Citizen-Habitats"
February 26, 1968.	"Pre-Citizens: Conformists and Deviants"
March 5, 1968.	"Student-Citizens"
March 12, 1968	"The Politics of Social Welfare"
March 19, 1968	"Citizen-Volunteers"

APPENDIX B

THE QUO VADIS SCHOOL OF NURSING

Sources of Data for Research[1]

The sources of data on which the research is based were set up in a form consistent with a longitudinal study. They are the following:

1. A record of inquiries, indicating their flow and volume and serving as a check against re-application;

2. An application form designed to elicit information such as the following about candidates: birthplace and date; place of residence at time of application; citizenship; changes in place of residence; formal, informal and nursing education; hobbies; parents' education and employment; income of self and spouse; ages of children, plans for care of children; language skill; obstacles to enrollment, etc.;

3. A process record indicating details of application; enrollment, graduation, etc.;

4. Psychological testing records;

5. Academic records, including marks in examinations and staff evaluations of clinical practice;

6. Records of hours of individual counseling of types of problems, rates of absenteeism; leave of absence, withdrawals;

7. A questionnaire designed to elicit first year students' evaluations of their adjustment to the School and their views of the program. This is administered to students at the end of their first year. (It is returned anonymously to the University of Toronto Department of Sociology for analysis);

8. Results of the N.L.N. tests (equivalent to the Registration examinations distributed by the U.S. National League of Nurses and given to the students several weeks in advance of their registration examinations);

9. A questionnaire designed to elicit second year students' evaluation of the program; (basically similar to that given to first year students);

10. Results of the provincial registration examinations;

11. A questionnaire designed to obtain graduates' evaluation of themselves and their first jobs administered seven to eight months after graduation and again eighteen months after graduation;

---

[1] The Quo Vadis School of Nursing. (Unpublished Report of the Research Program, 1964-1969).

12. Questionnaires distributed to young graduates from two other schools of nursing designed to elicit comparable information about their first jobs;

13. Questionnaires to Directors of Nursing Service and Head Nurses or Supervisors to whom graduates report, distributed eighteen months after the graduation of the first class and eight months after the second class had graduated;

14. Unstructured interviews conducted by the author with applicants, students, graduates and staff;

15. Details regarding graduates' employment records;

16 Review of relevant literature in nursing, adult education and the changing roles of women.

APPENDIX F

DEPARTMENT OF MANPOWER AND IMMIGRATION

Vancouver Metropolitan Area Canada Manpower Administration

The Two-Way Agency Referral Procedure and Agency Liaison

In the Metropolitan Area it is the responsibility of the Agency Relations Consultant to establish and maintain continuing liaison with Agencies on behalf of Canada Manpower in relation to services for disadvantaged clients.

To expedite and clarify these services at the operational level, a referral system exists which initiates action for the client between the Agency and Canada Manpower. A list of Agencies participating in the referral procedure has been supplied to the Canada Manpower Centers; the Agency Relations Consultant, Metropolitan Area, keeps this list current. Generally, only those Agencies who are established as professional organizations providing case work services, will be included on the referral procedure lists; however, from time to time other referrals may be accepted at the discretion of the Agency Relations Consultant.

Procedures are:

1. The referring Agency completes the Canada Manpower referral form;[1]
2. The referral form is sent to the Agency Relations Section Consultant, for Metropolitan Vancouver.
3. The Agency Relations Section Consultant screens the referral and either:
   a) directs it to the appropriate Canada Manpower Center,

   OR

   b) rejects the referral and returns it to the Agency.
4. When the Canada Manpower counselor receives the referral he takes immediate action to:
   a) establish any prior registration and experience with the client at the Canada Manpower Center,

   AND

---

[1] Information provided in the referral form which is "private and privileged," is a basis for assessment by Canada Manpower of the client's prospects for employment and for training or for recommendations regarding special services that may be necessary to overcome disabling conditions.

b) telephones the Agency referring worker to discuss the case and to make mutually agreeable arrangements for an interview with the client.

(The counselor continues to maintain direct liaison with the Agency Worker until a final decision has been reached, OR action taken.)

5. When the case is finalized, the referral form is completed by the counselor confirming the action or decision and returned through the proper Canada Manpower Center channels to the Agency Relations Section Consultant.

6. The Agency Relations Section Consultant screens the completed referral form prior to returning it to the Agency.

The Canada Manpower counselor should be aware that the two-way referral form is an official Canada Manpower document. The form becomes part of the Agency record and should therefore be properly recorded projecting a professional image; comments must be typed and should be objective and factual. Final disposition and recording of the case may take days or several weeks; the form should not be completed and returned until the case is finalized.

Action may follow a number of courses, for example:

1. Placement in employment - recording should indicate number of referrals made, final placement results including confirmation that the client did commence work, where, the salary rate and, if possible, future prospects.

2. Placement in an Occupational Training Act (OTA) Program - recording should indicate course selected, starting date, school location, subsistence and travel allowances.

3. A suggestion that the client requires services which Canada Manpower is unable to provide.

4. That the Agency should refer the client for services to the Provincial Division of Rehabilitation.

5. There has been no contact with the client and repeated attempts to make contact have failed.

It is possible because of Agency staff turnover and other factors that the Canada Manpower counselor may be approached directly by an Agency Worker in regard to a client. In such cases the Manpower counselor should ask the Agency Worker to follow the established procedures. Each Canada Manpower Center has appointed a Liaison Officer to the Agency Relations Consultant--difficulties or problems encountered should be referred to the Liaison Officer at the Canada Manpower Center.

NOTE:

In districts outside the Metropolitan Area, the two-way referral form is being used by some Canada Manpower Centers at the discretion of the Manager. It is anticipated that as Agency Relations Section District Consultants are appointed, they will coordinate and extend a similar program to the entire Pacific Region with modifications as necessary.

APPENDIX G

BUSINESS AND PROFESSIONAL WOMEN'S CLUB OF TORONTO
ARTS OF MANAGEMENT CONFERENCE 1969

PROGRAM AND FACULTY

DATE	MORNING	AFTERNOON	EVENING
Sunday, May 4		2:00-4:00 p.m. REGISTRATION	6:00 p.m. OPENING DINNER Dr. Helen S. Hogg, Professor of Astronomy, University of Toronto, Director, Bell Canada, Astronomy Columnist, The Toronto Daily Star, Toronto 8:00 p.m. ORIENTATION Mrs. Christina Sclanders, Co-ordinator
Monday, May 5	THE MANAGEMENT PROCESS (Business Organization) Mr. D. W. Hillhouse, Executive Vice-President and Director, Laura Secord Candy Shops Ltd. Toronto	THE MANAGEMENT PROCESS (Policy Determination) Mr. J. Urban Joseph, Supervisor, Management Development, Corporate Personnel, Toronto-Dominion Bank, Toronto	
Tuesday, May 6	FINANCE MANAGEMENT Mr. R. A. Ferchat, Controller, Ford Motor Co. of Canada Ltd., Oakville	MARKETING MANAGEMENT Mr. S. J. Short, Divisional Merchandiser, The T. Eaton Co. Limited, Toronto	MARKETING--CASE STUDY

DATE	MORNING	AFTERNOON	EVENING
Wednesday, May 7	PRODUCTION MANAGEMENT (and tour of the Ford Motor Co. of Canada Ltd. plant at Oakville) Mr. J. A. Vincent, Manager of Manufacturing, Appliance Division, General Steel Wares Limited, London	PRODUCTION MANAGEMENT Second Session	DINNER SPEAKER Mr. W. H. Brodie Broadcast Language Consultant, Canadian Broadcasting Corp., Toronto
Thursday, May 8	EFFECTIVE MANAGEMENT (A practical behavioral science approach for modern managers) Mr. T. C. Read, Supervisor, Training Services (System) Canadian National Railways, Montreal and Miss H. Pratt, Training Officer Canadian National Railways, Montreal	EFFECTIVE MANAGEMENT Second Session	DINNER AND TOUR Consumers' Gas Company Victoria Park Service Center (New developments in office design including landscape principle)
Friday, May 9	EFFECTIVE CORPORATE MANAGEMENT Miss Jeanne M. Lynch, Assistant Director, Communications, The Travelers Corporation Hartford, Conn.	THE COMPUTER AS A TOOL OF MANAGEMENT Mr. R. D. Humfrey, Partner in Charge, Computer Services Division, Kates, Peat, Marwick & Co., Toronto	

DATE	MORNING	AFTERNOON	EVENING
Saturday, May 10	(9:30 a.m.) PERSONNEL SELECTION GAME (A group exercise involving delegates, past delegates and employers) Miss E. Christina Fairley, Executive Manager, Canadian Home Furnishings Institute, Toronto and Mr. W. J. Pratt, Personnel Vice-President Confederation Life Association Toronto	(1:00 p.m.) CLOSING LUNCHEON Dr. George F. Davidson, President, Canadian Broadcasting Corporation, Ottawa	

APPENDIX H

OCCUPATIONAL TRAINING ACT PASSED BY THE PARLIAMENT OF CANADA[1]

The Adult Occupational Training Act, which was recently passed by Parliament, is intended to provide training services and training allowances for all adults who wish to take advantage of the training offered and who are in a position to benefit by it.

The new Act replaces the Technical and Vocational Training Assistance Act, under which retraining was available only to workers who were unemployed or who belonged to certain special categories. The Minister of Manpower and Immigration, in a statement about the new Act, said that every person in Canada who had been out of school for more than a year would be eligible to benefit from it.

Training allowances under the program range from $35 to $90 a week, and the Minister said that the only restriction on their payment was that they must not be used to compete with the school system. They are designed for retraining, not to make training a substitute for school.

An adult who has not attended school regularly for at least 12 months may apply at the nearest Manpower Center to be enrolled in an occupational training course; and if the manpower officer who interviews him considers that he would benefit by training, the officer will arrange for the client to be enrolled in a course that will increase his or her earning capacity or opportunities for employment.

To be eligible for a training allowance as well as free training, however, an applicant must have been a member of the labor force substantially without interruption for not less than three years; or must have one or more persons wholly or substantially dependent upon him for support.

The amount of the allowance depends on the number of dependents the person has, and the general level of earnings in the province or region. The actual scales, within these limits, are to be settled by consultation between the federal authorities and the provinces; and, if a province wishes, the Federal government will use different scales in different parts of the province to conform to variations in the local level of earnings.

The Federal government will pay 100 percent of the costs of these allowances, which will be paid directly to the trainees. It will also pay one hundred percent of the costs of operating training courses for adults, and it may make loans to provincial governments to help with the purchase or construction of occupational training facilities.

---

[1] Canada Department of Labour, Labour Gazette (Ottawa: Queen's Printer, 1967).

APPENDIX I

A SEMINAR: RETURN TO LEARNING

Sponsored by: Saskatoon Public Library and
Extension Division,
University of Sakatchewan.

Return to Learning: to enrich our lives, to contribute more to our families, to be more effective citizens. What are the opportunities for women to continue their education in Saskatoon?

Thursday, March 27

9:00 Registration

9:30 Morning Session
Presiding: Mrs. Jane Abramson
"Hang-ups" of Women-- Miss Marion Royce
Questions
Coffee
"I Came Back." Experiences of those who returned:
to High School--Mrs. Martin Vaxvick
to the Institute of Applied Arts and Sciences--Mrs. R. Giles
to University--Mrs. Gladys Rose
to Informal Courses--Mrs. Metina Chrones

11:30 Questions
Those not remaining for lunch may wish to leave during this period
Lunch 12:15--1:30
Participants are welcome to visit one or more Educational Resource Groups or Counseling Area

1:30 Afternoon Session
Educational Resource Groups
Counseling Area
Groups include speakers from the panel, representatives of an educational resource, and a recorder

2:30 General Session
Presiding: Mrs. Betty Pepper
What are the concerns of those visiting the groups?
Reports by recorders
"Opportunities and Barriers"--Miss Royce

4:00 Adjourn

Educational Resource Groups

Saskatoon Evening Class Program
Secretarial Schools
Saskatchewan Institute of Applied Arts and Sciences
University Degree Programs: Nursing, Education, Continuing Education, Arts and Science
Informal Courses: Library, YWCA, University Extension
Arts and Crafts: Mendal Art Gallery, Craft Guild

Counseling

Mrs. George Tosh--Manpower
Mrs. M. E. Hacking--University
Mrs. L. C. Paul--Freelance

APPENDIX J

"RETURN TO LEARNING FOLLOW-UP"
SASKATOON--MAY 21-23, 1969

CHARACTERISTICS OF COUNSELING SERVICE USERS

TABLE I

MARITAL STATUS

Marital Status	Number	%
Single	10	13
Married	58	74
Other (widowed, divorced, separated)	10	13
Number answering	78	100
No answer	2	

TABLE II

MOTHERHOOD STATUS OF USERS WHO HAD MARRIED

Have one or more children	61	91
No children	6	9
Number answering	67	100
No answer	1	

TABLE III

AGE OF YOUNGEST CHILD

Age of Youngest Child		
Preschool age	15	26
6-14	29	50
15 and over	14	24
Number answering	58	100
No answer	8	

TABLE IV

HOUSEHOLD SIZE OF COUNSELING SERVICE USERS

Household Size	Number	%
3 or less	31	40
4 or 5	29	38
6 and over	17	22
Number answering	77	100
No answer	3	
Median family size	3.5	

TABLE V

AGE OF COUNSELING SERVICE USERS

Age		
Under 21	2	3
21-30	11	14
31-40	29	37
41-50	28	35
Over 50	9	11
Number answering	79	100
No answer	1	
Median Age	39.6 years	

TABLE VI

HIGHEST GRADE COMPLETED BY COUNSELING SERVICE USERS

Highest Grade Completed		
Grade 8	8	10
Grades 9-11	35	44
Grade 12	23	30
Beyond Grade 12	13	16
Number answering	79	100
No answer	1	

TABLE VII

REASONS FOR LEAVING SCHOOL (IF DID NOT COMPLETE DEGREE OR CERTIFICATE)

REASONS	Number	%
Social norms (Girls did not go on; felt she had enough education; parents not in favor)	24	41
Economic factors (Had to go to work; family could not afford; no school nearby)	18	30
Marriage	7	12
Personal (Poor marks, health, not interested)	7	12
Other	4	7
Number answering	59	100[a]
Not applicable	21	

[a] Adds to more than 100 percent because of multiple answers.

TABLE VIII

OCCUPATION OF MALE HEAD IN HOUSEHOLDS OF COUNSELING SERVICE USERS

Occupation	Number	%
Professional, technical, managerial	11	27
Clerical, sales, small business	9	23
Blue collar--service, trades, farming, etc.	16	40
Retired	3	7
Student	1	3
Number answering	40	100
Not applicable	19	
No answer	21	

TABLE IX

EMPLOYMENT EXPERIENCE OUTSIDE THE HOME OF COUNSELING SERVICE USERS

Experience		
Presently employed	23	30
Formerly employed, outside home	46	58
Never employed outside home	9	12
Number answering	78	100
No answer	2	

TABLE X

NUMBER OF YEARS OF WORK EXPERIENCE

Years	Number	%
Under 3 years	17	27
3-4 years	11	17
5-9 years	17	27
10 years and over	18	29
Number answering	63	100
No answer	6	

TABLE XI

ADDITIONAL VOCATIONAL TRAINING OF COUNSELING SERVICE USERS

Had additional training	40	50
Types of Training		
Business, Secretarial	30	75
Nursing, Nurses' Aide	5	12
Teacher's Training	5	12
Beauty culture, Dressmaking	3	8
Arts, Crafts	2	5
Number answering	40	100[a]

[a] Adds to more than 100 percent because of multiple answers.

TABLE XII

LEVEL OF EMPLOYMENT IN LABOR FORCE

Level	Number	%
Professional, technical	13	17
Secretarial, clerical, sales	40	54
Service, trade, farming	13	17
Housewife	9	12
Number answering	75	100
No answer	5	

TABLE XIII

REASONS FOR A RETURN TO LEARNING ANALYZED BY AGE AND EDUCATIONAL ACHIEVEMENT

			Age of Respondent[a]				Education of Respondent[a]			
Reason	Total		Under 40		Over 40		Under Grade 12		Over Grade 12	
	No.	%	No.	%	No.	%	No.	%	No.	%
Self-improvement or expression	31	41	15	41	15	42	17	40	14	42
Interest in new career or higher position	23	30	3	8	8	22	6	14	5	15
Boredom, spare time, lonely, emotional problems	15	20	6	16	8	22	10	24	3	9
Family or personal financial need	14	18	6	16	9	25	8	19	7	21
Desire to help others contribute more effectively to community or society	13	17	10	27	9	25	11	26	11	33
Refreshment or upgrading of skills, competence	13	17	7	19	6	17	8	19	5	15
Enjoyment of learning, curiosity	11	14	9	24	4	11	8	19	4	12
Other reasons	3	4	1	3	2	6	1	2	2	6
Number answering	76	100[b]	37	100[b]	36	100[b]	42	100[b]	33	100[b]
No answer	4		2		1		1		3	

[a] 3 cases for whom no information was available on age, and 1 case from whom no data were available on educational achievement omitted from these analyses respectively.

[b] Columns add to more than 100 percent because of multiple answers.

TABLE XIV

REASONS FOR RETURN TO LEARNING ANALYZED BY STAGE OF FAMILY DEVELOPMENT

			Stage of Family Development					
Reasons	Total		Youngest Child below 15		Youngest Child 15 or over		No Children Single, Widowed	
	No.	%	No.	%	No.	%	No.	%
Self-improvement or expression	31	41	16	39	7	50	4	66
Interest in new career or higher position	23	30	12	29	3	21	5	45
Boredom, spare time, lonely, emotional problems	15	20	9	22	6	43	--	--
Family or personal financial need	14	18	9	22	1	7	3	27
Desire to help others contribute more effectively to community or society	13	17	6	15	4	29	2	18
Refreshment or upgrading of skills, competence	13	17	6	15	4	29	2	18
Enjoyment of learning, curiosity	11	14	5	12	5	36	1	9
Other reasons	3	4	3	7	--	--	--	--
Number answering	76	100[a]	41	100[a]	14	100[a]	11	100[a]
No answer	4		3		--		--	

[a] Columns add to more than 100 percent because of multiple answers

TABLE XV

COURSES OF STUDY
USERS OF COUNSELING SERVICE

Course of Study	Number	%
High School or High School subjects	14	18
Social work	13	16
Business, secretarial	12	15
Home Economics: Interior decorating, sewing, foods	8	10
Nurses' Aide	7	9
Teaching, education	6	7
Library Technician	4	5
Beautician	3	4
Arts	3	4
Other	10	12
Number answering	80	100

APPENDIX K

SOME COMMENTS OF RETURNING MATURE WOMEN STUDENTS IN DEGREE OR PROFESSIONAL EDUCATION COURSES[1]

"Going back to school is stimulating and rewarding . . . it has advantageous side-effects, both socially and materially . . . I have found that sharing a similar experience with my son and his contemporaries has perhaps made me appreciate their problems better--unquestionably it has made communication between two divergent age groups extremely good. Also it has opened up the possibility of being able to do certain work in later life which would have been impossible on the basis of one's former training."

A third year part-time university student in the Department of Extension, University of Toronto, age range 45-54, currently employed as a secretary, who plans to proceed to a Master's degree in Political Science.

"Going back to school is one of three worthwhile things I have done--the others were getting married and taking up teaching--."

A teacher of commercial subjects, age range 25-34, who plans to continue towards a graduate degree. She also is a part-time student in University Extension at the University of Toronto.

"I am enrolled in the B.A. Course rather than the B.Sc.N. simply because of the current rules of the School of Nursing, U. of T. Initially I inquired at the School of Nursing and was told that my credits from McGill University would be accepted, but because I had graduated from a University other than Toronto, I would have to spend two years in full-time study. Also, in order to receive credit for my previous work I would have to complete the B.Sc.N. by the spring of 1969. With a young family to consider, two years of full-time study at this stage was out of the question."

Age in range 25 to 34, has three children. The establishment of Erindale College of the University of Toronto near her home made possible her enrollment.

"It is demanding, exhausting and often frustrating but the satisfaction of pursuing academic studies purely for the love of it makes it worthwhile."

Completing a B.A. degree program in the University of Toronto, Department of Extension, having formerly worked as a librarian assistant with a diploma in librarianship.

---

[1] Department of Adult Education, The Ontario Institute for Studies in Education, The Continuing Education of Women: An Informal Discussion (Toronto: OISE, 1968).

"The biggest adjustment for me was learning to study again. I had to read books over and over again before I could retain anything. It was several weeks before I could skim quickly. I cannot emphasize enough the important change that this project has made in my own mental health."

A teacher-intern in the Ontario Department of Education Program in the age range 35-44. She has five children, three teenagers and two in elementary school.

ERIC Clearinghouse
MAR 3 1970
on Adult Education

ERIC Clearinghouse
FEB 25 1970
on Adult Education

Monographs in Adult Education*

Department of Adult Education
The Ontario Institute for Studies in Education

1. *Adult Education Through University Extension*/$2.00
   Selected Research Abstracts
   Compiled by Claude Touchette
2. *The Continuing Education of Women: Some Programs in the United States of America*/$2.00
   Prepared by Marion Royce
3. *Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project*/$2.00
   By Allen Tough
4. *Continuing Education for Women in Canada: Trends and Opportunities*/$3.75
   Prepared by Marion Royce

* This series is available from:
Publications Sales
The Ontario Institute for Studies in Education
102 Bloor Street West
Toronto 181, Ontario